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School Activities

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As the Editor Sees It

Well, we're back again, perhaps not "bigger" than ever, but at least we hope "better" than ever.

We don't like to start the new year with sermonics, but we must emphasize three pertinent and timely ideas.

Don't abolish your extra-curricular program in favor of the High School Victory Corps, nor allow it to be seriously interfered with. The Corps is NOT a substitute for either the curricular or the extra-curricular program, as some ill-informed school people appear to believe. With its main emphasis upon an adaptation of certain curricular materials—science, mathematics, vocational subjects, and physical education—and upon new specialized subjects for juniors and seniors, the Corps undoubtedly is accomplishing a great deal toward vitalizing these fields and also toward success in the war effort. It may very properly be reflected in the student council, club, assembly, home room, athletics, publication, and other well-established forms of extra-curricular activity, but it cannot supplant these. The organizers and promoters never intended that it should.

Don't shelve your program of physical education in favor of military drill. On June 16, 1943, Secretary of War Henry L. Stimson stated "... The War Department does not recommend that military drill take the place of physical education in the schools and colleges during this war period." That's authority enough.

Don't fail to discourage, vigorously, the "gold rush." It has been estimated that at least 1,000,000 high school students (approximately one-sixth of the total enrollment) will not return to school this fall. Because of (1) patriotic interest, (2) economic necessity due to the absence of breadwinners, and (3) high wages paid, these students will be employed in all sorts of occupations. They belong in school, and any policy which prevents or discourages them from being where they belong is short-sighted and detrimental in every way and to everyone concerned. The current great increase in juvenile delinquency is one destructive effect of this policy. Naturally, if these students re-

main out of school a year or two relatively few of them will ever return. Many are the extra-curricular settings in which this policy can be discussed and condemned.

"A faulty test poorly administered" is the general evaluation of the basis of *The New York Times'* sensational front-page article condemning the teaching of United States history in American schools.

With this issue we bring you a new department on assembly programs. It is our intention to offer each month a variety of immediately practical and practicable ideas. Mr. C. C. Harvey, Editor of our "Something To Do" Department will also handle this new section. He will need your help. Won't you send us short descriptions of your assemblies, programs, program numbers, etc., and so assist us in passing them along to others? Thanks.

In recent years there has been a rising tide of criticism of school awards and recognitions of all kinds both curricular and extra-curricular—marks, pins, letters, trophies, honor rolls, prizes, etc. Probably, due to common practice in the various branches of military service, this criticism will tend to decrease for the present. But it will appear again later. And you may need some thoughts on the subject. One of the neatest articles we have read on this topic is Roy C. Bryan's "In Defense of Honors and Awards," to be found in *The School Review* for last June. By all means read it. Not only informative, but really interesting.

There is a danger that repeated war activities in the school, drives, programs, services, etc., may lose snap and vitality and become largely mere routine. Obviously, when this is the case, the activity is a relative failure. Unless the activity can be done at least as well as it was done previously, better skip it. Artificial respiration and forced feeding may be salutary in medical practice, but they are neither salutary nor complimentary in extra-curricular activities.

To repeat, we are always looking for articles describing successes and failures in extra-curricular activities. And we can always use photographs. 'Nuf sed.

Human Engineering in Student Activities

TEACHERS often assume the responsibility of directing an extra-curricular activity as if it were a heavy duty—an onerous task—rather than a privilege, and an opportunity for the teacher's personal growth and development. Textbooks too often mention merely the fact of pupil growth, ignoring the real challenge that comes to the teacher in working with a live group of pupils and in a creative situation.

As a matter of fact, successfully handled, extra-curricular activities require a considerably higher order of skill in human engineering than does the typical classroom situation. They commonly lack the element of compulsion; pupils participate because they want to and quit when they lose interest. Extra-curricular activities are informal in conduct and organization. They are more nearly based upon pupil interests and motives. The relationship between teacher and pupil is more on the order of a *young friend-older counselor* than is the typical *teacher-pupil* relationship. All this requires a high degree of skill in techniques of individual and group direction.

For a number of years I have had the privilege of being associated with a unique school activity which involved the redirection of pupil motivation and a complete reversal of conduct. I have often been asked how it was accomplished.

In 1925 the student body of the public schools of Oberlin, Kansas—the high school students were the initiators—planned a constructive Halloween activity which involved the raking of lawns, the removal of rubbish, and the distribution of delicacies prepared by the home economics students to the invalid and shut-in persons of the city. All vandalistic activities were foregone. Primarily important was the fact that the students themselves organized and carried out a constructive program in which they participated directly in community improvement. As a former student and as a teacher in this

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Head, Division of Educational Guidance
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community from 1927 to 1933, I participated in six of these constructive community projects, not as a director, but since I was a faculty member, simply as a private in the ranks. This activity has continued from 1925 to the present time.

Being impressed with the value of this activity as a force in educating for community civic participation, I decided that when I had an opportunity to inaugurate it elsewhere I would. I had the hope that the active participation in community life for one day might be extended more nearly through the year. When I came to Oklahoma in the summer of 1941, I utilized my position as head of the division of guidance to assist students in six schools—Moore, Stroud, Konawa, Crooked Oak High School of Oklahoma City, Shawnee, and Tahlequah—to inaugurate constructive activities in their schools. This was accomplished quite successfully.

In the summer of 1942 I had the privilege of meeting with the Denver, Colorado, intra-city high school student council. In a prolonged session, plans were developed for the elimination of vandalism and depredations committed by over-enthusiastic football rooters on the grounds of rival schools after football games. At the same time, the possibility of developing a constructive approach to the problem of Halloween depredation in Denver was discussed. Through the initiative and leadership of Bill Welch, head boy of South Denver High, both of these plans were put into effect with remarkably successful reports. The issues of *The Denver Post* from October 23, to November 1, 1942, tell the story. Police calls were less than ten per cent of the usual number, extra policemen had nothing to do, doctors and nurses held in the general hospital casualties twiddled their thumbs. To quote the *Post*, "The hobgoblins didn't ride in Denver Saturday night."

How is it done? What techniques of management result in this kind of reversal of behavior on the part of young people?

In the first place, the suggestion must either come from the young people themselves or be regarded by them as one which they are free either to accept or reject. In Oberlin the suggestion was originally made through having the superintendent of the schools so subtly implant the idea in a student's mind that he regarded it as his own. He, thereupon, became the sponsor

†Editor's Note:

Mr. Kirkendall has had wide experience in handling various extra-curricular activities, particularly student councils, and other school activities in which considerable success has been attained in the development of interesting projects depending much upon what he has chosen to call "human engineering."

He has had considerable experience with a unique approach to a solution of the Halloween problem. Student groups with which he was associated as adviser have assumed much initiative and self direction. Recently he has been working with social hygiene programs and has utilized student committees in the development of such programs, with excellent results from the standpoint of building objective attitudes and avoiding criticism.

We have asked him to describe some of these activities and to describe what he means by "human engineering." This is his response.

for the idea with other students and before groups of students. While his subtlety was perfectly ethical, it is unnecessary if the students can be made to feel that they are free agents in coming to a decision as to whether to accept a course of action.

Next, the proposal must offer a challenge to the youth sufficient to convince them that if they accept the challenge they will be achieving something of real value. I found in the Halloween program that a most effective argument was that this was an opportunity for the youth to accomplish a result which had for years failed of accomplishment at the hands of teachers and other adults. This always serves as a challenge, for who wouldn't like to succeed at a task at which others had repeatedly and consistently failed. The Inter-school Council of Denver is engaged in writing high school student bodies in other large cities of the United States challenging them to equal the record of Denver in next year's Halloween observance.

The project needs also to be tied up to a larger cause than that of satisfying the ambitions of any particular individual. On the Halloween proposal young people were enthusiastic over the suggestions that they might by their actions contribute to the well-being and improvement of their community; that they might set a pattern of conduct for others; that they might contribute to the war effort; that they might gain wider recognition for their school. These outcomes should be more tangible than simply possible outcomes. The young people should have some hope that they can be accomplished, and the goals should be in the realms of possible achievement.

The school authorities should interest themselves actively in the project, though they should not take it over. Too often school authorities feel that their proper position is a "hands off completely" policy.—"This is something the kids want to do, so we'll let them." A much more satisfying view is that the faculty will actively interest themselves—giving assistance, encouragement, and suggestions where possible, but avoiding domination. The active interest of respected adults adds dignity, importance, and prestige to the work, and provides a source of wise counsel and guidance. Many times young people will meet problems with which they are unable to cope because of limited experience. Unless they have the proper encouragement and counsel they are likely to abandon the project.

Adequate publicity designed to give due credit to the pupils should be secured. This provides a tie also to a desirable course of action. To publicize the fact repeatedly that the pupils are planning to carry out a certain project, or are planning to initiate a certain course of action, eventually results in a situation in which the pupils must produce the advertised results, or lose face. Favorable community reactions may also be utilized to help the pupils build for themselves the reputation for constructive, forward-looking behavior. Whenever a favorable

letter, comment, or newspaper article concerning the school or its students is brought to the students, it adds to the reputation the pupils have for constructive behavior and acts as an incentive for further positive conduct.

In a project such as the Halloween program much depends upon getting proper initial support for the project. One can see the difference in the acceptance which is likely to be accorded the project if it should be proposed by the president of the senior class, a leader whom everyone admires and respects for his judgment and ability, as contrasted with its proposal by the most "sissified" boy in school. This factor of leadership is of great importance. In working with the various student bodies I was always careful to inquire into the leadership abilities and the general acceptance of certain students by other students. These inquiries were made of the students themselves, and those boys and girls with greatest evidence of leadership were selected to initiate the program.

Also, it is important to work through individuals, then small groups, progressing to larger groups when putting across the program. I have always found it most advantageous to gain first the support of one or two persons with demonstrated leadership capacities. After they are ready to support the idea, I let them introduce it to the group, and state their positive reaction and support of the plan. This usually serves to set the atmosphere for the group, for with influential student leaders already expressing positive personal support the proposal carries added weight. In the same way the support of the senior class (provided there are not class rivalries to disturb school relationships—one should always ask about this) will help secure favorable reaction to a proposal when it comes before the school assembly.

The adviser must have a sincere faith in the good intentions of pupils if he is going to work with them successfully. If a principal establishes a school council, yet feels that he is unable to trust the pupils, the council will inevitably fail. It should be emphasized that this trust is in the good intentions of pupils. They may lack the experience to make sound judgments, or they may not know how to weigh evidence properly, but fundamentally they desire to do what is right, and what is in harmony with the best interests of all. If a person doubts this, then he is on unfirm ground when he attempts to deal with pupils.

For example, I once worked with a high school senior class which had planned to initiate into the school an unsupervised senior "sneak day." This meant that without notice all seniors would decamp for the day to parts unknown in their cars. As senior class adviser I was informed by one on the inside, of all the plans of the class. Before the date set for the "sneak" in a class meeting I told the class I knew of their plans. I explained carefully and fully the reasons for wishing to avoid having anything of that sort initiated in the school, but added that it was

their privilege and responsibility to decide whether it should be done. I then asked the student committee which had planned the "sneak day" to consider another plan which I hoped would involve an equally good time, but provide for adequate supervision, and persons who would be able to assist with parental and community reaction if there should be an accident or other untoward incident. The other alternative was that the committee could change the date and go ahead with the "sneak day" plans. The next day the committee came to say that they and the class had decided upon the abandonment of the sneak day plans in favor of the alternative suggested. Cautious persons would consider this a great gamble, perhaps an unwarranted one. But I intended to keep my word when I said the decision was in the class's hands, and I am sure they knew it. The chances were ten times better for securing the desired decision by that procedure than if expulsion had been threatened for the ringleaders, or if we had threatened to deny the class its diplomas.

The pupils must be included as an integral part of the planning on school projects, and be accepted as partners in the enterprise. As principal, I once had the opportunity of working with a group of grade pupils through the school council in improving the lawn about their new school building. The pupils actively worked with the faculty, and later with the landscape architect, in the development of plans. When shrubs and trees were set out, the pupils assisted in planning an Arbor Day program. Each room was assigned a tree to set out, and every pupil put his hand to the task. The result was a genuine interest in the lawn and its growth. So deep was the concern that one day when I, the principal, started in my haste to cut across the lawn, was reproved by a pupil in one of the lower grades.

Through their school council the pupils were given definite responsibility for improving the school in various ways. They felt that its reputation depended much upon their accomplishment. An evidence of what this meant occurred one day when the principal, the upper grade teachers, and the student officers of the council were invited to attend a noon meeting downtown. The meeting was scheduled to close in time for the group to return in time for the beginning of school. Delays resulted in our being over half an hour late in returning. The upper grades, sixth, seventh and eighth, were left entirely alone, with no responsible authorities, not even student officers, and it was much past time for school to have convened. I confess I wondered about the state of affairs as we hurried back. I was surprised to find, though I would not be now, that not only was the school in perfect order, but that the various classes had in every case appointed a pupil to be in charge, and had gone ahead with their work.

The adviser must believe—and act upon the belief—that the pupils can make a contribution to the total program through their suggestions

and thinking. An adviser who sits down with a student group with his plans already completed, or who does it only as a matter of pacifying the students, will shortly be recognized for what he is—a hypocritical professor of democratic ideals.

I have discussed both the tangible and mechanical aspects of human engineering, and the intangible. The principles in the several paragraphs immediately above are illustrations of the intangible aspects. They are much more basic, much more important, than are all the mechanical devices one may learn. One may become proficient in all these, and they still turn out to be simply dodges and artifices, because one lacks the basic philosophy which translates them in sound procedures, usable in dealing with human beings.

Looking Back upon Our School's Junior Red Cross Efforts

LEOTA HARPER

*Student, Niles Township Community High School
Skokie, Illinois*

WHEN our Junior Red Cross group was organized we immediately turned to the inevitable thing—sewing. Meeting in the home management rooms after school, we sewed utility bags, cast socks, and had lots of fun while we were doing it.

Our next project was the annual Red Cross Drive. Announcements were made over our public address system every day—catchy announcements and serious ones, to make the students realize the importance of their contribution. A huge poster was hung in the front hall showing day by day the percentage of students who were contributing in each homeroom, and a grand race was staged between the various homerooms to see who could reach the 100 per cent mark first. We collected an encouraging sum through our drive.

Next, we joined in the drive for books for men in the armed forces. We advertised this through the school newspaper. Stacks of books were brought, and only a very small percentage were found to be unsuitable.

It was found that old clothes were needed for poor families in certain parts of the United States. Students were requested to bring clothes in clean, wearable condition. A large container was placed in the front hall for bundles, so that the students could see for themselves how the drive was progressing. In no time at all the huge container was heaped, ready to be packed and sent to Red Cross headquarters. It would seem

(Continued on page 10)

Intra-City Athletic Competition

SHOULD high schools within a city enter into athletic competition? This is a question which has confronted school officials in all cities with more than one high school. Undoubtedly the many considerations which should influence the answer to this question differ from city to city. Problems that result from competition between the schools in a town or small city may be quite different from those that result from competition among schools in the larger cities. Therefore the question stated above should be qualified to read: Should intra-city athletic competition take place among high schools in a city having a population of from 40,000 to 150,000? Also, we shall consider here the related questions: What is the present status of intra-city competition in cities within this population range? What are the arguments for and against competition among schools within cities of this size?

For the purpose of getting information on these questions, the writer addressed a double postcard questionnaire to approximately 115 city school superintendents. Only those cities containing more than one high school were placed on the mailing-list. The questionnaire was accompanied by the statement:

"We should like to get some information concerning policies relating to basketball and football competition among high schools within the same city. This inquiry is being sent to approximately one hundred school superintendents in cities having a population from 40,000 to 150,000. We shall appreciate it if you, or one of your subordinates can find the time necessary to answer the questions on the attached postcard. . . .

The questionnaire consisted of these questions:

1. How many of your public and private (including parochial) high schools have football and basketball teams each year,
2. Have your public high schools within the city ever scheduled games with each other (or one another) over a period of two or more successive years. Do they schedule them at present. Have they ever broken off athletic relationships for a period of time? If so, why?
3. Have your public and private (including parochial) high schools within the city ever scheduled games with one another over a period of two or more successive years? Do they schedule them at present? Have they ever broken off athletic relationships for a period of time? If so, why?
4. Do you believe that it is good educational policy (excluding finances and public pressure from consideration) for public and private (including parochial) high school football or basketball teams within a city to compete with one another? Please give reasons for your answer.

ROY C. BRYAN

*Principal, Western State High School
Kalamazoo, Michigan*

STATUS OF INTRA-CITY COMPETITION

Replies to the questionnaire were received from eighty-one cities. The summarized responses to some of the questions are reported in Table I.

TABLE No. I

Status of Intra-city Competition Among Public and Private High Schools in 81 Cities with a Population Range from 40,000 to 150,000

Status of Competition	Pub. Sch. vs. Pub. Sch.		Pub. Sch. vs. Pri. Sch.	
	No.	%	No.	%
1. Annual competition no break	54	78.3	33	42.3
2. Competition discontinued temporarily	8	11.6	11	14.1
3. Competition discontinued not resumed	1	1.4	7	9.0
4. Never entered into competition	6	8.7	27	34.6
TOTAL	69	100.0	78	100.0

Only 69 of the 81 cities answered the questions under "public schools vs. public schools" because 12 have only one public school. Only 78 of the 81 cities answered the questions under "public schools vs. private schools" because three of them have no private schools. This table should be read as follows: 54 of the 69 cities, which have two or more public schools, have annual intra-city competition between or among these public schools and have had no break in, or discontinuance of, this competition at any time since it was first started. Thirty-three of the cities represented in the study reported that annual intra-city competition between their public and private (practically equivalent to parochial in this study) schools has continued over a period of time without interruption. With consideration of differences in the status of competition, the other horizontal columns should be interpreted in a similar manner.

Probably the most significant information contained in this table is the percentage of cities that have maintained intra-city competition without interruption, as compared to those that either have avoided or have had enough difficulty with competition to warrant either temporary or permanent discontinuances. It will be noted that 78.3 per cent of the cities have maintained, without interruption, intra-city competition among their public schools. The corresponding percentage of cities that have maintained, without interruption, intra-city competition between public and parochial schools is much lower—only 42.3 per cent. In other words, 21.7 per cent of the cities have either

avoided or discontinued permanently or temporarily intra-city competition among their public schools, while 57.7 per cent of the cities have either avoided or discontinued, permanently or temporarily, competition between the public and parochial schools.

The totals, obtained from a numerical tally of the "yes" and "no" replies to question 4 are here presented for what they may be worth. The question reads as follows: "Do you believe that it is good educational policy (excluding finances and public pressure from consideration) for public and private (including parochial) high school football and basketball teams within a city to compete with one another?"

TABLE No. II

Answer	No. sch	%
Yes . . . Reason given	21	25.9
Yes . . . Reason not given	20	24.7
No . . . Reason given	9	11.1
No . . . Reason not given	6	7.4
Yes and No. It depends on conditions	15	18.5
No answer or uncertain	10	12.4
TOTAL	81	100.0

In the subsequent divisions of this article an effort has been made to classify and interpret all the answers and comments which are, or which help reveal, arguments for and against intra-city athletic competition. A study of these arguments is a preliminary step that must be taken before attempting to answer the main question before us—namely, should high schools within a city enter into athletic competition?

OBSTACLES TO GOOD RELATIONS

The responses made by school officials, both in answer to the question relating to the desirability of intra-city competition from the standpoint of educational policy (question 4) and in answer to the questions regarding the causes of permanent or temporary discontinuance of competition, make it clear that it is not easy to get and maintain satisfactory relationships among schools and their "fans." Some of the respondents indicated that discord had arisen in their cities, but failed to give the reasons. Examples of evasive comments are these: "Coaches thought it best to discontinue relationships" and "Nothing but trouble can be gained." One of the respondents attributed their difficulty to "poor management," while another mentioned "vandalism."

The most-frequently-mentioned reason for avoiding or discontinuing competition is disparity in size of schools. The fact that unequal competition is objectionable, both from the standpoint of the safety of the participants (in football especially) and from that of the spirit of the competing schools, is generally recognized by writers who have dealt with the problem. For example, Jacobson and Reavis, in one of the most recently published books on school administration, say, "School administrators should seek fair competition. Ordinarily small schools should not compete with large schools, either to receive large financial returns or to increase the

prestige of the school."

This problem is usually easy to circumvent in arranging a schedule of games with teams from neighboring localities. There are generally enough schools to choose from to permit a selection on the basis of size. Making the typical intra-city schedule is not so easy in cities having a population under 150,000. The schools are few in number and their size is fixed; there is little or no choice.

The second main cause of friction, to judge by frequency of mention, is difference in eligibility standards. This factor was mentioned in these words: "Differences in academic eligibility standards," "Methods of getting players," "Age-eligibility differences," "Transfer-rule differences," "Soliciting athletes to have winning teams," and "Private schools have unlimited areas from which to draw players while public schools are restricted." This factor appeared as the source of difficulty in the relations between public and private schools far oftener than between public schools. The probable reason was stated by one school official in these words, "Under a single control, healthy rivalry is much more likely than rivalry between local institutions under competing controls."

The third main obstacle to satisfactory athletic relationships among schools within the same city is the difficulty of keeping rivalry from becoming so intense that the desire to win obscures other more important considerations. The respondents referred to this difficulty in these terms: "Rivalry too intense," "Group tensions," "Conflicts after games," "Intra-city competition develops antagonisms difficult to cope with," "Questionable motives and actions (the result of too strong a desire to win?)," "The pressure to win is often so great that lack of success on the part of our opponents usually leads to intolerable conditions," and "Emotions raised to fever pitch by parochial vs. public school loyalties, causes trouble." Even some of the school officials who favor intra-city competition and said that they are satisfied with conditions mentioned this factor. One of these said, "Those who come to the games give us most trouble." Another wrote: "The only difficulty that we have encountered for the past several years is the behavior of small groups, mostly persons not connected with the schools, who have used the excitement of the game as an excuse for rowdiness." A third official said, "At present our situation is good though stormy at times."

This testimony and the figures presented previously indicate that those schools which schedule intra-city contests run a strong risk of having to deal with rowdiness, antagonisms, and other manifestations of hostility arising from the clash of group loyalties when emotional tension is high. Also, this testimony, the figures presented, and comments to the effect that intra-city contests are better "drawing-cards" than

¹Paul B. Jacobson and William C. Reavis, "Duties of School Principals," Prentice-Hall, Inc., 1941, p. 342.

"out-of-town" games, lead to the obvious conclusion that this danger is present to a greater degree when intra-city contests take place than when games are played with out-of-town teams. Anyone who has had experience with intra-city contest knows that the people in a community are almost invariably more keenly interested in the outcome of games between two home teams than high school games involving an out-of-town team. That is to say, conditions are more conducive to the development of group tensions out of which difficulties are apt to arise.

Which can a city least afford? Hostility resulting from a clash of group loyalties within a city or hostility resulting from a clash of loyalties between two city groups? There would seem to be little room for argument here. When antagonisms develop between groups in different cities, they exhibit themselves largely on the dates that the groups are brought together for the scheduled contests. Unfortunately, when groups within a city develop hard feelings, they have many opportunities throughout the year to express these. In the one case, community loyalties are divided. In the other case, the loyalties of the different groups in a community are solidified in the face of challenges from "outsiders." There is something to be said for the latter. To carry the argument further, it should be said that it is unfortunate when the members of one family develop prejudices against the members of another family in the neighborhood, but it is far more unfortunate when several of the members of one family develop antipathies for other members of the same family.

It would be a mistake to assume that trouble arises only in cities of questionable cultural opportunities and with poor school leadership. This survey revealed that some of the schools that had serious trouble have an excellent reputation nationally in both of these respects. This observation is consistent with the comments of some respondents that "small groups" caused their difficulties. Wherever large crowds gather, there will be a fair representation of people whose behavior will be dictated by emotion rather than good judgment, especially when conditions cause unusual excitement.

REASONS FOR INTRA-CITY COMPETITION

Virtually all the comments made in defense of intra-city competition add up to the proposition that intra-city athletic contests teach contestants, members of their student bodies, and other persons in the community to live together without friction. These comments follow in slightly edited form: "They (intra-city contests) promote friendship between student bodies," "Promote good sportsmanship and fair play," "Make for better city-wide student and parent relationships," "Establish wholesome educational and community relationships," "Help all, regardless of race, creed, or color, to work and play together without friction," "Bring about better understanding between boys on teams and student bodies," "Promote good working relationships between schools," "Inculcate a democratic spirit of cooperation," and "Make all realize that they have common problems." The re-

spondent who made the following negative statement, obviously had the same idea in mind: "There is something wrong when the members of the same family cannot play together without a fight."

Teaching people how to live together in harmony is, beyond doubt, a worthy objective. When advanced as the primary reason for scheduling intra-city contests, however, it suggests several questions. How can this claim be reconciled with the testimony from other school officials who participated in this same study, to the effect that in their cities the result has been just the opposite? It was pointed out previously that those schools which schedule intra-city contests run a strong risk of having to deal with rowdiness, antagonisms, and other manifestations of hostility arising from the clash of group loyalties when emotional tension is high. Also it was pointed out that this danger is present to a greater degree when intra-city contests take place than when games are played with out-of-town teams. Lastly, it was pointed out that there is more that can be said in favor of uniting groups within one community against "outsiders" than can be said in favor of the division of group loyalties within a community. Yes, we might ask with real reason if high school athletic departments cannot make a surer contribution to community harmony by avoiding intra-city contests.

If the development of community harmony is the main objective of these contests, why are they scheduled oftener in communities that already know enough about living in harmony to be able to take these games in their stride, while competition of this kind is so often avoided or discontinued in communities that cannot experience the emotional excitement of these contests without exhibiting poor sportsmanship? On the basis of this argument it would appear that the latter need more and bigger contests, while the former could well discontinue them after having demonstrated that the objective has already been accomplished. Also, we might well ask why high school athletic departments have any more responsibility for teaching the people in their community how to live together harmoniously than have any of the other departments in these schools or any of the other agencies in these communities.

Some of the respondents either said or implied that there is something undemocratic about the athletic program in a community where the athletic teams avoid competition. The theory that schools should be able to live together peacefully calls for an end to aloofness in athletics, they say. Why is it not equally logical to argue that public and parochial schools should be able to get together in all respects—including the administration of the entire educational program? Why is it not as democratic for the public and parochial schools within a city to go their own independent ways with regard to athletic policies as it is for them to go their own independent ways with regard to other administrative and educational policies?

(Continued on page 29)

A 100 per Cent Record in the Purchase of War Bonds and Stamps

THE *Newburyport Daily News* carried headlines which read, "N. H. S. Boosts Second Victory Bond Loan Drive; Parade Staged by N. H. S. Students Aids Campaign." Newburyport High School Students, about 800 strong and positively 100 per cent in favor of the second war loan, marched from the school to City Hall early yesterday afternoon to stimulate interest in the financial campaign which has a goal of \$1,750,000 in Newburyport." This project marked the end of a six-week "jeep" drive and the beginning of the local second victory bond loan drive.

The sale of War Stamps and Bonds is given an important place among the activities of Newburyport High School. The first period of each Thursday is set aside for this. The activity is handled by a group of students known as the "Minute Men." The treasurer of each homeroom, elected by the homeroom members, takes the orders and cash from his room and delivers both to one of the three centers where clerks, appointed by the bookkeeping teacher, must see that everything checks before giving the order with cash to the school secretary. The secretary fills the orders at one of the local banks, and the Stamps and Bonds are then counted and distributed during a five-minute period at the end of the day.

At the beginning of the school year only 37 per cent of the pupils bought Stamps and Bonds; but when the students heard of the prospect of flying the "Minute Man" Flag, over 90 per cent of the pupils made the buying of Stamps and Bonds a monthly must. At first an extensive campaign was directed toward earning the privilege to fly the flag. To provide further stimulation, the flag was raised after proper ceremonies at a special assembly. Once the flag was flown, the advertising slogans, assembly programs, the posters, and other activities were directed toward keeping the flag. Students were made to feel it a disgrace to lose the flag. "Bringing the Minute Man Flag down would endanger Old Glory," they were told.

On March 11 the school enrolled in the national parade of "jeeps" drive. The following program was set before the students:

1. March 11 to April 16 will be set aside for the "jeep" drive.

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Newburyport, Mass.*

2. During this period the school is asked to raise enough money to pay for three jeeps at \$900 each.
3. At the end of this period every student will participate in a parade. The features of the parade will be:
 - a. A real jeep carrying the Minute Men of the homerooms that have had the most 100 per cent months and the boy or girl designated as the largest investor during the "jeep" campaign.
 - b. An Army transport truck carrying the Minute Men whose homerooms will have succeeded in getting every homeroom member to buy at least a stamp in the month of April.

On April 16, about 750 students and teachers marched in a parade with pride—they really had something to make them proud. Every room in the school had been able to get 100 per cent in April at the end of the third week, and



Selling War Bonds from an Army Jeep

enough money was raised to purchase five jeeps plus \$756.25 toward the purchase of gasoline for these jeeps. The quota was almost doubled. In the parade the students carried colorful placards with timely slogans about buying War Stamps and Bonds. These placards were used for decorating the school gymnasium for a dance that was held that evening—a most attractive display. Many of the marching groups displayed

our national colors in attractive designs. Some of the groups had their own original marching formation. In front of city hall, the parade was reviewed by the mayor, the chairman of the second victory bond loan drive, and the principal of the school.

As this might make an acceptable project for schools that want to plan it, I am giving you the following line-up of the parade:

1. Police escort
2. Chief Parade Marshal—the president of the student council
3. Four aides—chosen by the chief parade marshal
4. Jeep carrying the Minute Men of three rooms and the largest investor during the "jeep" drive
5. Army truck carrying all of the Minute Men because all of the rooms succeeded in getting 100 per cent in April
6. Flag and two escorts (each escort carried a gun)
7. School band
8. Baton
9. Spirit of 1943—a reproduction of a poster picturing the schools at war program
10. Minute Man Flag
11. The homerooms whose Minute Men were entitled to ride in the jeep
12. Senior homerooms—with a parade marshal and the teacher leading each homeroom
13. Junior homerooms—with the same organization as above
14. Sophomore homerooms—with the same organization as above
15. Freshman homerooms—with the same organization as above

Each homeroom and group marched out of the building already organized to avoid confusion. Because there was only one band for such a long parade, room marshals led their groups in singing patriotic marches and songs about War Stamps and Bonds.

Having learned that advertising pays big dividends, the Minute Men are now thinking of another campaign program. One of the suggestions is to ask the Mount Rural Players, the school dramatic group, to present a play to only those students who will have bought stamps in the specified month. They now wish to keep their 100 per cent record.

Looking Back Upon Our School's Red Cross Efforts

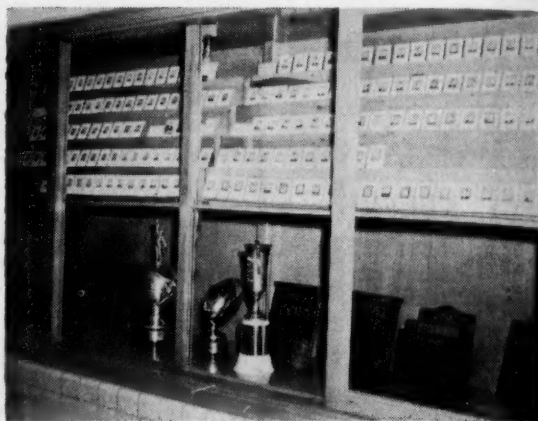
(Continued from page 5)

that so many drives in such close succession would wear down the interest of a student body, but the drives were of so different nature each time that excellent results were obtained.

Our Junior Red Cross sponsor, Miss Alice Line, had a completely new and original idea. Small placards were set up in one of our showcases with the pictures and names of alumni in the armed forces. These are arranged in groups

according to their classes. To go along with this is an immense service flag hung in our front entrance. It is, of course, in a state of constant change. This project we consider to be our crowning work of the year. It is a source of constant pride to go by our school and look at the pictures of boys and girls in our row of honor.

One of our last projects was a drive for yarn, string, ribbon, and any other wearable material for occupational therapy—the treatment of convalescents. Each convalescent receives a small



Photographs of Fighting Alumni

attractive box filled with these colorful materials. He may weave a scarf, a purse, or many other useful and beautiful objects. We have been told that this creative occupation has in many cases speeded up recovery.

During the year we made small attractive favors to be placed on bedside trays, and to brighten hospital wards. These were usually connected with some important holiday.

Last, but not least, a Red Cross First Aid Class was formed. Many girls learned the increasingly important "aid to the injured."

This has just been a brief resume of one school's Red Cross activities for a year. Probably many schools could top our record with ease. Pulling together will win this war and further the fine work being done by the Red Cross. We want to do our part.

"The world you will live in will be what you and the others of your generation make it," said Vice President Wallace to Victory Corps members on a national broadcast of the Victory Corps hour. "There will be plenty of problems and obstacles. It will be your job to study those problems and overcome those obstacles."

If students wish to know more about their personalities on the one hand, and how better to work to capacity on the other, it is up to educators to devise means of answering the students' questions, objectively and effectively.—N. Franklin Stump in *School and Society*.

Homeroom Programs for an Elementary School

THERE is no better place to develop and students will do anyway" than in the elementary school homeroom. There is no extra-curricular activity richer in opportunities for educative experiences than that in the well organized homeroom, with an interested and competent teacher in the background.

With its primary aim of preparing the individual to become a good citizen and a co-operative member of society, the homeroom should set up its objectives in a specific manner at the beginning of the year. Here are some that might very properly be in the list:

1. To bring about a co-operative spirit between pupil and teacher
2. To give training in parliamentary procedure
3. To give educational and vocational guidance
4. To develop individual initiative
5. To teach wise and correct conduct
6. To give personal attention to individual needs
7. To learn of home conditions of pupils
8. To improve pupils' health habits, play habits, work habits, and study habits
9. To develop class pride in scholarship, conduct, and service
10. To promote team work and group spirit
11. To give opportunity for pupil participation in group activities
12. To train pupils or all activities—social, moral, civic, and educational—through their participation in school affairs

Given below in outline form are suggestions for elementary school homeroom programs for the whole school year:

SEPTEMBER

- 1st week—Getting Acquainted
Welcome
Pupil identification
Informal talk by teacher on home room planning for the year
- 2nd Week—Home Room Organization
Membership
Selection of officers and committees
Discussion of nature of programs to be carried out
- 3rd Week—Cleanliness and Health
How to keep the body clean
Care of teeth, eyes, ears, etc.
Proper diet
Discussion of sanitation
- 4th Week—Drive for School Paper
Talks by teacher and staff members on contents of the publication

GWENDOLYN S. MORGAN

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Raleigh, North Carolina

Organization of committees to have charge of class reports, editing, poems, stories, etc.
Oral reading of written reports

OCTOBER

- 1st Week—Thrift
Talks by pupils on value of saving
Construction of posters on thrift
Reports on personal habits of thrift
- 2nd Week—Columbus Day
Patriotic songs
Dramatization of the story of Columbus
Poems read about Columbus
- 3rd Week—Junior Red Cross
Talk by teacher on values and functions of the Red Cross
Membership campaign
- 4th Week—Halloween
Origin of Halloween
Dramatization of Halloween customs and games
Party—music and games
Halloween posters
Talks aiming at a safe and sane Halloween

NOVEMBER

- 1st Week—Fire Prevention
Group discussion on fire prevention and control
Talk by member of the city fire department
Trip to the fire station
- 2nd Week—Armistice Day
Patriotic songs
Talks on origin and significance of Armistice Day
Poems—"Flanders Field," "The Unknown Soldier," etc.
Flag salute
- 3rd Week—Book Week
Book reports
Character dramatizations
Talks by English teacher on new books and the value of good reading
- 4th Week—Thanksgiving
Story of the first Thanksgiving
Display of Thanksgiving pictures and posters
Story telling and showing of Pilgrim costumes

DECEMBER

1st Week—School Improvement

Talks by pupils on their duties to (a) teachers, (b) classmates, (c) self, (d) the school at large

2nd Week—Kindness to Animals

Reports on pets at home
Discussions on (a) Cruelty to Animals and (b) How to Give Care and Protection to Animals

3rd Week—Christmas Celebration

Talks on Why We Celebrate Christmas
Christmas songs, stories, and poems
Christmas tree and party

JANUARY

1st Week—Vocational Guidance

Reports on parents' occupations
Trip to see various types of work going on in the community

2nd Week—Reverence for Home

Special talks by pupils on: (a) homes of great men, (b) home life in another country, (c) the home I hope to have, and (d) how to make a home better

3rd Week—Home Room Beautiful

Clean-up program
Decoration of room and rearrangement of furniture for better effect

4th Week—Worthy Use of Leisure Time

Discussion on worth-while uses of leisure
Appropriate readings from books and magazines

FEBRUARY

1st Week—Safety

Original program in charge of the school's Safety Patrol

2nd Week—Lincoln's Birthday

Talks on: (a) Lincoln's boyhood, (b) Lincoln as a man, (c) the Gettysburg Address, (d) patriotic songs

3rd Week—Washington's Birthday

Life of Washington
Pictures of Washington
Patriotic songs
Dramatization of incidents in the life of Washington

4th Week—Know Your City

Talks by pupils on: (a) local industries, (b) history of city, (c) local resources, (d) city government, and (e) famous native sons and daughters

MARCH

1st Week—Prevention of Accidents

Discussion of safety rules
Lesson in First Aid by a competent instructor
Original playlet teaching "safety first"

2nd Week—Improvement of Speech

Talk on the value of good English
Language games
Listing of common errors of speech

3rd Week—St. Patrick's Day

Discussion of why we celebrate St. Patrick's Day
Irish songs
A shamrock party

4th Week—Boy and Girl Scouts

Original Scouts program prepared for the occasion

APRIL

1st Week—Easter

Reading of the Easter Story
Talks on the meaning of Easter
Easter hymns

2nd Week—Arbor Day

Commemorate the day by planting a tree on the school yard
Talks on: (a) origin of Arbor Day, (b) kinds of trees, (c) uses of trees, (d) conservation of our forests, (e) songs and poems on the subject "trees"

3rd Week—Recreational Games

Explanations of new games
A party at which new games are learned

4th Week—Appropriate Dress

Talks on: importance of suitable clothing, (b) what to wear and when to wear it, (c) clothing materials
Clothing demonstrations

MAY

1st Week—Bird Day

Original program prepared and presented by Audubon Club

2nd Week—Mother's Day

Make gifts for mothers
Program of stories, songs, and poems about mother
Display and discussion of Whistler's "Mother"

3rd Week—Planning for Vacation

Reports on summer plans of members of homeroom
Review of points of interest previously visited by members of homeroom

4th Week—Memorial Day

Patriotic program

The homeroom programs suggested above will suggest others. Each program number proposed will make a convenient point of departure for a great number of exercises, projects, and educative experiences. Thus a great variety of seasonal ideas may be employed to good effect.

At the beginning of the school the homeroom plans should be outlined for the whole year. By such procedure the teacher may be sure of a device that will make good use of the homeroom as a primary social unit, that will be a genuine laboratory exercise in training for democracy.

Only educated people can perpetuate a democracy, and only that portion who understand the functions of government and the problems of democracy.—*Frank A. Magruder in Secondary Education.*

Ten Steps in a Constructive Wartime Program of Club Activities

RECENT critical shortages in manpower, desperate calls upon the schools for shorter days in order to get youth into part-time jobs and volunteer offices, accelerated college preparatory and pre-induction programs—these are the war-time demands that are curbing well developed long-term club programs in many of our high schools. How to prepare a club program for war-time that will help to furnish manpower to local volunteer and employment offices; how to coordinate such a program with present school subject loads; how to adjust such a club program to demands from Washington for an “enriched curriculum”—these are the threads of this article.

Experience has shown us that youth are deeply interested in World War II. Previously, clubs had built up large memberships in Books, Bridge, Dancing, Good Drivers, and Vagabond Voyaging. Now youth are signing in greater numbers for such groups as Airplane Spotters, Child Care, Messenger Corps, Consumer Education, Junior Red Cross, Model Airplane Builders, and “Today’s News.” How one high school used democratic techniques for such change in membership is described below.

1. HOW TO PREPARE THE WARTIME PROGRAM

Preparation of the wartime program demanded full student cooperation. A likely beginning involved the student body directly. Students voted to have an activity program incorporated as a part of the regular school day. Both faculty and students composed the committee which conducted a school survey to determine the areas of student interest. An interest inventory was sent to every pupil in the homerooms. Students listed their first, second, and third choices (or gave further suggestions for other clubs) from this list which the original student and faculty suggestions had made possible.

When the potential membership of groups having common interests was scanned, it was found that the majority of youth were interested in clubs which had definite possibilities for direct use in the war effort. Other groups were advised by the committee that a redirection and a new emphasis in their program content would be acceptable for the war effort. Thus, clubs which had had map study, astronomy, auto mechanics, knitting, or recreation for their main interest now shifted to map making, navigation, fundamentals of machines, Red Cross knitting, and physical fitness as their part in the war effort.

Student interest and proper emphasis, however, were not sufficient. Faculty sponsors were elected by the student groups. In such cases where two or more clubs voted the same spon-

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and*

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Guidance Counselor

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sor, the Director of Activities held conferences with leaders of the interest groups. The final choice of faculty sponsor rested with the faculty member involved. Thus, by election on the part of the student group and acceptance by the proposed sponsor were the democratic processes carried on.

For the guidance of 10th grade students, and for new entrants a descriptive paragraph on each club—its offerings, its sponsor, its meeting place and time, and its relation to the war effort—was incorporated into an “Activities Bulletin.” Clubs with restricted membership (Boys only, “limited to 10B’s,” etc.) were also included in this bulletin.

2. PRESENTING THE WAR-TIME PROGRAM

Once the preliminary steps for preparing the war-time program had been taken, students were ready for guidance in an intelligent choice of activity. At a stated time the club program was presented to the student body. Members of the Student Council (together with the homeroom teacher) emphasized the importance of careful and wise selection of activities. Every attempt was made to make choices effective for the entire semester. Both Council member and homeroom teacher guided, counseled, and encouraged each pupil so that he would make choices that met individual interests and needs.

Two days were usually allowed for this discussion in the homeroom. The pupil then made his choices—indicating them as first, second, or third—on a registration blank prepared by the student and faculty general committee. These slips were then sent to the Director of Activities.

3. ASSIGNING THE WAR-TIME ACTIVITIES

The Activities Committee assigned each student to his club, his first choice if possible. In many cases it was necessary to use the second, and even third, choice for the assignment. Here again guidance was very important. There were times when it was advisable to form new groups if the registration was too large, or discard a proposed group if the registration was too small.

This group assignment was made in the designated space on the registration blank and returned to the homeroom teacher. It was often desirable to provide individual assignment slips

to each pupil for each club, even though it greatly increased the work of the Activities Committee.

4. NOTIFICATION TO STUDENTS AND SPONSORS

The Student Council Representative or the homeroom teacher notified each pupil of his assignments, noting again the sponsor, the day, and the meeting place. If a pupil had chosen study, he had his study room assignment on his club registration blank in the same manner as the club assignment.

Each activity sponsor and study room teacher had a list of students for this period, which had been prepared by the Activities Committee. Thus each pupil knew his assignment, and each sponsor had a list of students he expected to have in his room for the activity period.

5. CASES FOR INDIVIDUAL GUIDANCE

Occasionally it was impossible to assign a pupil even though he had stated three choices. Time was made available to interview these pupils for further possible interests. Any pupils whose assignments were incomplete before the club program began were sent to one special study room, where further guidance conferences were held and assignments made.

6. NEW PUPILS ENTERING SCHOOL

Each pupil entering school after the club program had started was sent to the Director of Activities for orientation and assignment.

7. REQUESTS FOR TRANSFER

Requests for transfers were certain. Some wanted to join an activity from a study room. It was most desirable to grant this request if the pupil had a sincere desire to participate actively in a club. It was, however, more difficult to make a decision when a pupil wanted to transfer from one club to another. There were several reasons for such a request: (1) Their pals received an assignment different from theirs. (2) Faculty sponsors put the club on the same basis as classroom work by assigning individual reports, etc. (3) Some are never satisfied with any group. The other club programs are always "better" than their program. (4) Sometimes the group was not homogeneous or did not co-operate with any degree of success. (5) Leadership by either pupil or faculty sponsor was lacking, or program committees failed to meet and plan an interesting and profitable program.

Whatever the cause, the question of transfer was still there. Naturally, each case required individual guidance and had to be decided on its own merits. The future of the club program depended, in a measure, upon adequate counseling.

8. LEADERSHIP TRAINING

A President's Club was inaugurated, to have series of meetings in which each club president would know parliamentary procedure, how to construct a constitution, how to set up a club calendar, how to lead discussions, how to build and keep club interest and enthusiasm.

A weekly "Club Clinic" or "Open House" was instituted to which sponsors, leaders, or members went for help or suggestions for their own club.

An exchange of ideas among members of this group was of very great value to the individual clubs as well as to the entire program.

9. TIME OF MEETINGS

In a school where one lunch period is possible the most desirable time for meetings is either the period before lunch or the first period after lunch. When two overlapping lunch periods are necessary (as in Nott Terrace High School) the best time for the activity period seemed to be during the regularly scheduled homeroom period. The last period in the day ordinarily was the poorest choice for an activity program.

Clubs met Thursday or Friday of each week, from 10:15 to 10:48. This period was too short but could not be lengthened because of the transportation problems in our city due to vital war industries.

The most desirable meeting time varied with the size of the school and community factors.

10. HOW TO EVALUATE A WAR-TIME PROGRAM

Four means for the evaluation of a war-time program were used in the club organization described above:

1. Excellence was determined on the basis of the number of actual activities related to war-time effort in which the club members were actively engaged.
2. Weekly club reports which were signed by the club president, club secretary, and faculty sponsor were reviewed by the Director of Activities. Efforts for war were tabulated by the committee on activities.
3. Clubs were asked to fill out a questionnaire asking what they were doing as a group for the war effort. The burden of proof concerning their activities (and continued listing as a war-time club) rested with the club membership.
4. Club officers (with the faculty sponsor) were asked to rate the club membership, as to their individual efforts for the war.

No single rating has proved completely satisfactory, but the combination of these four rating schemes provided the necessary stimulus to increased wartime efforts. At least forty homogeneous groups are working at the present time in some form of war activity. Continued student interest, the use of democratic procedures, trustworthy evaluation, and pride in that which has already been accomplished are stimulating student groups to further effort. Hundreds of articles have been made for the armed forces or the Red Cross, thousands of man hours have been volunteered for the war effort, scores of mothers have been released from care of their children to do war work, more men and women have been released from peace-time jobs to work in the war plants, stamp and bond sales have continued to increase (though all part-time workers are contributing 10 per cent of their wages to the Victory Stamp fund). All these—and such other efforts as the national emergency may still demand—can be made educationally sound if these ten steps in organization and evaluation are followed.

Planning Your Theatre-for-Victory Program

IN SPEAKING of the place of the high school theatre in the Victory Corps Program, Alan Schneider, United States Office of Education, Washington, D.C., says: "It is the honest conviction of the United States Office of Education that the high school student engaged in classroom or extra-curricular theatrical activity can, if he wishes, prove himself no less worthy of the Victory Corps insignia than is the chemistry student or the student in trigonometry.

In a resolution passed by the Advisory Council of the American Educational Theatre Association at their convention in Detroit—December 29, 30 and 31 of last year—the association pledges its cooperation with war relief agencies through giving benefit performances and with civilian defense agencies through staging patriotic plays, sketches, and pageants for public meetings and rallies.

A wartime council for the purpose of mobilizing the resources and services of the non-profit theatre behind the war effort was established at conferences held in Washington and New York on March 10, 11, and 12, 1943. One of the functions of this council is the coordination of all contributions made by the various non-profit theatre groups to the war effort.

A High-School-Theatre-for-Victory Program has been established and is open to all high school theatre groups—dramatics clubs, classes, play production groups, etc.—that have sponsored at least one major project directly benefiting the war effort since December 7, 1941. Enlistment is on a voluntary and patriotic basis, and there are no dues, fees, or assessments. Here the high school is given a direct opportunity to add its collective effort to the wartime program. Those who have been active in such a program are on the alert for timely materials, and those who contemplate affiliation with the High-School-for-Victory Program are seeking suggestions for their activities. For information concerning enlistment in the High-School-for-Victory Program, address the National Thespian Society, College Hill Station, Cincinnati, Ohio.

Now is the time for teachers and students to plan a full program for the coming school year. These plans should not be for the mere presentation of the acted play; they should include pageantry, festivals, puppet shows, choric speech recitals, pantomimes, radio skits, and simulated radio plays. There is a wealth of timely and worth-while material now available from numerous publishers, and many fine items are offered by the government, the major portion of them free of rental or royalty.

The Office of War Information is doing much

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to encourage the writing of good dramatic material on war information themes. These original plays are acted locally, and many of them sent to the OWI and from there distributed without charge to other producing groups. Persons who wish to write their own plays, compose skits with a local slant, or make up a miscellaneous program of timely themes may secure from the OWI a wealth of background material dealing with: Food to Win the War; Salvage; Share the Meat; Cost of Living; Right Workers in the Right Places; Our Enemies, the Nazis; The United Nations; Rumors; Women in the War; Fuel Conservation; America's Transportation Problems; The Enemy; and Men of Our Merchant Fleet.

There is a custom, typically American, that whenever it is desired that the American people should observe some special event, perpetuate some custom, or call attention to some need, we set aside a day—sometimes a week—for that purpose. Consequently our calendar is filled with special days and weeks—the major portion of them of a patriotic nature or bearing upon some phase of the culture and ideals for which we are now fighting. These may be taken as a nucleus around which to build a High-School-for-Victory Program to carry through from September to June.

Such a program may be launched on Labor Day with any or all of the following playlets: "Sam at War," a play concerning farm labor; "Overtime," an appeal for cooperation between management and labor; and "Production," a play dealing with the problems of the factory worker. These may be done by radio, public address system, or in television style.

For Constitution Day, September 17, a series of radio scripts adapted for use in the classroom and entitled "Let Freedom Ring" is issued as Bulletin 1937, No. 32. It is available from the Department of the Interior, Washington, D.C.

"Four Men on a Job," "The Air Raid Warden," "It's All Voluntary," and "Skyway to Victory" are all appropriate for presentation in recognition of Air Progress Week early in October. These plays are available for loans without charge from Radio Section, Office of Civilian Defense, Washington, D.C. Information concerning Air Progress Week may be obtained from the National Aeronautic Association, Dupont Circle, Washington, D.C.

Informational aids and instructions for the observance of Navy Day, October 27, may be procured from the Navy League of America, Mills Building, Washington, D.C. The National Board of Underwriters, 85 John Street, New York City, issues little plays, mock trials, and skits to be used by schools during Fire Prevention Week, October 9 to 15. These are free upon request.

Children's Book Week, beginning the second week in November, is a most appropriate time to launch a Victory Book Campaign. The National Association of Book Publishers, 347 Fifth Ave., New York City, will furnish some materials, and the following plays will be timely: "Memo from Mr. Franklin," "The Soldier Who Wouldn't Talk," and "The Book Nobody Reads"—all available from Radio Section, Office of Civilian Defense.

Since health and morale are essential to Victory, the Christmas Seal Campaign, during the last week of November, is of vital importance to the Victory Program. Health should be stressed at this time. The New York Tuberculosis Association, 386 Fourth Avenue, New York City, will supply quantities of materials and suggestions.

Numerous plays appropriate for the observance of Forefathers' Day, December 21, are available from the Educational Radio Script Exchange, United States Department of the Interior.

Thrift Week begins on January 17 and makes a fitting time at which to boost the sale of War Stamps and Bonds. Scripts for this observance—together with those for Americanism Week, February 12-22, and for National Gardens Week, April 17-23—may be obtained from Radio Section, Office of Civilian Defense. Additional material for National Gardens Week is also available from the General Federation of Women's Clubs, 1734 N. Street, N. W., Washington, D.C.

The American Automobile Association, Pennsylvania Avenue at 17th Street, Washington, D.C., furnishes without charge numerous safety plays for distribution by school groups.

The Commencement Packet issued by the National Education Association, 1201 Sixteenth Street N. W., Washington, D.C., for 1943, contains a Wartime Commencement Manual and a pageant, "For This We Fight."

All types of timely and worth-while entertainment materials are being released each week to non-commercial theatres. "It's Up to You," by Arthur Arent, author of "One Third of a Nation," has just been released. This play of the Agriculture Department Food Show is "still hot on Broadway." Combining living newspaper style with movie and slide projections, this play can be done as a quick study by community, college, church, and school groups who are slating performances to entertain and enlighten citizens regarding points, coupons, black markets, and food. For script and kits containing projection slides and 16-millimeter movie film, write to Alan Schneider, OWI, Washington, D.C. They are free of royalty or rental charge.

As a curtain raiser, "Rubber Won't Stretch," a script on tire conservation, can be used to introduce a major production as a short skit for school assembly or community meeting. This may be obtained from the same source as "It's Up to You." The scripts are free, but three cents in stamps should accompany requests, to cover postage.

Victory Pageant

ONE OF the projects of the War Committee at North High School, Sheboygan, Wisconsin, was the writing and production of a victory pageant, "Freedom Marches On."

Admission to the program was by the purchase of war stamps and bonds.

The pageant opened with an overture by the band and a tableau of the goddess of Liberty and massed American flags.

Part One told the story in music and narration of America's fight for freedom from the Revolutionary War to the present. Two scenes "The Death of Nations" and "Dictatorship vs. Democracy" portrayed the march of the Axis nations through the conquered countries and the ideologies of dictatorship and democracy. The spirit of America was demonstrated by a patriotic drill of eighteen girls in red, white and blue costumes.

Part Two, entitled "United We Stand," portrayed the flags and costumes and ideals of the United Nations. The scene closed with the singing of the "United Nations Hymn."

In a series of tableaux and demonstrations, Part Three, entitled "North High Answers the Challenge," showed the various phases of the war effort: Sale of Stamps and Bonds, Junior Red Cross, Home Nursing, First Aid, Victory Corps, the Physical Fitness Programs for Boys and Girls, and closing with a tribute to the Alumni serving in the armed forces of the United States.

In the finale the two hundred students in costumes assembled on the stage to form a United Nations background. The pageant closed with the singing of the "Star Spangled Banner."

The advisors of the war committee felt that the pageant had been an especially worthwhile project because of the large number of the members of the student body participating and because of the excellent training the students received from serving in responsible positions on the various committees. It stimulated the feeling among the students that their school was very definitely contributing to the war effort in the community.

During the week preceding the pageant, a Victory Queen campaign had been conducted in the school. The purchase of each ten cent stamp entitled the buyer to one vote for the victory queen. The queen selected her king and both were crowned during the pageant. Total sale of stamps and bonds amounted to \$2653.00.

Our Student Government in Wartime

OUR SCHOOL, like every other American school, is doing its bit in the nation's war effort. Our student group that initiates, inaugurates, and encourages war activities is our student council. It has not become a war council, but it has assumed the task of helping the war effort, doing everything in its power to promulgate student participation in all activities and at the same time to bolster and stimulate student morale.

Our Council is divided into committees, and each council member belongs to some committee. Some are standing committees for the whole year; others are set up for a specific activity. Some work groups have as few as two people, since our officers work on the theory that a few active members can do the job more efficiently than several not so active.

Committees are not limited to Council members only. These groups meet periodically, and are requested to make a written, detailed report of any activity they supervise, to be used for future reference. One Council meeting period a month is given over entirely for these committees to meet.

These committees, of course, are in charge of many activities that are not specifically related to the war effort, but any work done in our schools today to bolster school morale is war work.

The following are our regular committees:

Defense Committee is in charge of all student war effort work.

Social Committee supervises and sponsors all school parties, socials, and dances—posts a social calendar to announce all parties to the students in advance.

Buildings and Grounds Committee is in charge of the decorations of the building for special occasions, and keeps the building and grounds clean.

Publicity Committee publicizes all school activities and posts all literature for the student body. This group is also in charge of Junior Red Cross activities.

Assembly Committee supervises all school assemblies, encourages better assemblies and better assembly conduct; also keeps a written record of each program.

Elections Committee sponsors and supervises all class and general school elections.

Freshmen Council is supervised by the vice president of our club, who helps to coordinate this group which needs special guidance and help in its first year in the Council.

Lunchroom Committee supervises decorations and entertainment in our school cafeteria.

JEROME W. MOHRUSEN

*Leyden Community High School
Franklin Park, Illinois*

One wartime project introduced this year is the sending of our school paper to service men from our school. There were problems of getting enough of the papers to be sent, getting the names and addresses of the boys in the service, and financing the sending of the papers. Our committee announced to the students through the Council representatives our plan for sending the school papers, and urged the students to donate their copies when they finished using them. Boxes were placed in the corridors to receive their donations. The Student Council has sponsored several socials for students which provided an income for sending the papers. One of the English classes, as a project, accumulated the names of the service boys. Some unused envelopes were cut so they could be used as wrappers, with the gummed part of the envelope easily used for sealing. The girls printed the name "Student Council" on the wrapper so that the boys in service were informed of the sender. Many letters of appreciation have been received from servicemen. These letters were posted on the Council bulletin board for the students to read.

The Hall Monitors are supervised by our student government and, assuming a war motif, all monitors have been placed in a wartime status. Our monitors volunteer for duty, and their obligation is to keep order in the halls. Under the new program, the leader has been given the title of Colonel, and all the period leaders were named captains, while the regular monitors became lieutenants. The new emphasis of wartime vigilance was urged, and all were given orders that leaving of their posts in the corridor was as serious as the leaving of a military guard post without permission.

The new organization technique laid a more responsible load on this group. They sponsored two highly successful socials recently which netted enough money to permit them to buy arm bands for use while on duty. This military emblem is in line with the new emphasis.

Our war bond and stamp sales are a big all-year project for the Council. Students are in complete charge of the program, and the Student Council Defense Committee has sole supervision. The homeroom representatives take orders for the stamps and bonds on Tuesday, and on Wednesday they collect them from the War Stamp office.

With a good working organization, the Defense Committee devises new schemes for promoting the sale of more stamps. During the last semester, five huge thermometers recorded the progress of the whole school toward the goal, while four smaller thermometers plotted the sale in the four classes. They were embellished with big cutout letters reading "Buy War Bonds" in the colors red, white and blue. This work was done in cooperation with the art department. The art classes also made original posters encouraging the sale of stamps. Posters sent out by the government, and by the War Savings Department in particular, were conspicuously displayed in the school.

Some homerooms are sponsoring individual contests for increased sale; and that, together with new periodic ideas suggested by the committee and members, help keep the students conscious of their obligations to their country in this period of war.

Wartime affords the school a vital opportunity for fostering patriotic acts, and probably one of the most effective of all times to instill patriotism and respect for our country and our flag is the assembly flag salute. In our school, the custom has been to open the assembly with the salute to the flag, followed by the singing of the "Star Spangled Banner." The flag usually stood on the ground floor, not too easily observed by all the students, but saluted by everyone as an accustomed practice of inflicted patriotism.

The Student Council saw the need of a more significant ceremony, so together with the Hi-Y Club, they inaugurated a new technique at a special Hi-Y induction assembly. When the students were seated and brought to order, the house lights were turned off, and the curtain parted enough to show a waving American flag with a bright spotlight piercing the darkness and centered on the flag. You could hear the students exclaim in delight at the attractive sight which commanded the center of attention. In unison, and with awed respect, they pledged allegiance to the flag, and then followed with a spirited singing of the national anthem. The house lights were then turned on, and students were seated. They received a new thrill in thus showing reverence for their flag and their country.

The only properties necessary for this exercise are a United States flag, an electric fan to blow on the flag to give the waving effect, and a baby spot light. Try this idea and see if it doesn't have a good effect on your student body.

A few weeks previous, the Student Council had sponsored a social and an all-school collection for the purchase of a new flag. The dance was held after school, with music provided by our school juke box, and so there were no real expenses involved in running the dance. To add to the returns realized from the dance, the Council, through its representatives in each of the homerooms, asked for penny donations for a new school flag. The proceeds were overwhelm-

ing, in that almost all the students contributed, and many gave more than a few pennies.

The new American flag, together with the school flag, is on display in the main school corridor; it belongs to the students because they helped buy it. No wonder they were so proud of it when it was used in a new significant way in the school assembly.

Drives for funds are ever present today for war relief organizations and other groups. All drives, naturally, are not sponsored by the Council, but by other groups and clubs, although the Council encourages any activities and is willing to give help. A USO drive initiated by the local OCD resulted in a material contribution to that worthy organization. The Tri Hi-Y club organized a Victory Book Drive for books for our service men. Some of the English classes have been extremely active in sending letters to boys who are in the service. The Council enlisted funds for Infantile Paralysis. Milk bottles, with the name of the homeroom teacher, were put on display in the main corridor with a poster encouraging contributions. The response in this volunteer manner was very good.

Our school is a member of the Junior Red Cross, with a special Council committee in charge of its activities. Funds were collected last fall from all the students, and the total was much more than the one cent per student that was asked. Socials are an important part of the Council work. A committee supervises them and encourages regular, periodic well-planned dances for the students. Any group or club desiring a dance fills out a special "social permission" blank. The party is then scheduled, and a suggestion check blank is given to the group sponsoring the social, which helps them plan their activities.

Money procured from the socials held by the Council has been used to help buy an American flag, new wiring for the lighting decorations used at socials, stamps for sending school papers to service men, and parts and records for the school juke box. The juke box has been a boon to the school socials. Each organization using it is charged two dollars to defray expenses for new records. It is also used every noon for dancing during the lunch periods. A group of interested boys are in charge of its operation.

One of the more successful experiences of the Council was a panel discussion presented at one of the regular faculty meetings. The Cabinet, consisting of all committee chairmen and officers, summarized the Council's activities by giving reports on all projects that they were engaged in. The meeting helped considerably in publicizing council activities and in bringing about a closer cooperation and understanding between these two groups.

Periodically, the Cabinet meets with the principal to make their report on what is being done, and to ask for suggestions. This cooperation is, of course, based on the student body, and since the Student Council is the duly elected repre-

(Continued on page 22)

High School Journalism Aids War Effort

BAGGY-TROUSERED, weary-eyed self-made journalists shake their heads in bewilderment as they see young women streaming into newspaper offices all over the land, replacing men needed on fighting fronts. But the women keep coming, undaunted by criticism, catcalls and censure. There is now no place for men like James Gordon Bennett, who once shouted as he waled into the Herald editorial rooms, "Who are these females? Fire them all!"

Where are they coming from? Not from colleges, for the most part, for many of the college-trained women are lured away from newspaper vacancies by high-paying government work, essential industries, and other wartime activities demanding college graduates.

Not a few of the new group of newspaper women come direct from the high school graduation platform, filled with elementary journalistic knowledge taught under the eagle eye of a competent instructor who realizes the value of journalistic education in the high school.

Many forward-looking high schools have come to realize the advantages of journalism instruction. They know that it teaches tomorrow's citizens how to tell a good newspaper from a poor one. They know it teaches the art of profitable newspaper reading by which people continue to learn after they leave school. Most of all, they know it tends to discover boys and girls who have in them the "makings" of professional newspaper men and women. No school subject has more practical and constructive social significance.

During wartime, high schools have an even more important reason for teaching journalism. Editors and publishers see every day their staffs shrinking, men leaving for war, and no one to take their places.

Can't the schools of journalism furnish new recruits? Yes, but not enough. Moreover, the women graduates have had all kinds of non-journalistic jobs dangled before them—jobs with irresistible salaries attached—weeks before the commencement day rolls around. Most men, of course, are out for the duration plus six months. Other institutions than the colleges have to be relied on for a pressing current need.

"In consequence of this shortage," says Dr. P. I. Reed, director of the School of Journalism at West Virginia University, "many editors have found that their best bet is to take bright high school girl graduates who have already learned some of the elements of journalism and to use their services in every way possible. Since these girls live at home, they do not expect highest wages. Because of somewhat limited education, they may not get the attractive offers in war positions that the college graduate receives."

What can high school students be taught that will fit them for responsible newspaper work? Here are a few suggestions.

MYRA SHAFFER

Morgantown, West Virginia

First of all, they may be given an orientation course to furnish them a general knowledge of the journalistic world and what it includes. "Teachers of reporting long have recognized," says C. D. McDougall in his "Interpretative Reporting," "that before he is ready to receive instruction in news gathering and writing, the student should know something of the organization of the newspaper. Either the first few weeks of the regular reporting course or a separate course must be devoted to 'background' material concerning the operation of the editorial department, sources of news, and related subjects."

Many of them will be surprised to learn that most newspaper offices are run like any other responsible business office. They will be astonished to discover that a reporter is not a crack detective who solves murders right and left for the glory of the "Bingtown Bugle," who wears a battered fedora at a perilous angle atop a mass of unruly hair, who swears like a seasoned sailor, who always has a cigarette dangling from his mouth, and who carries a flask in his hip pocket. He does not rush into the press-room at the last second shouting in a dramatic voice with hand upraised, "Hold the presses; I've got a scoop!"

He does not peek through keyholes or install dictaphones in a gangster's room while the big bad villain is conveniently someplace else making himself a menace to society. And his life is not threatened at least once a week by pals of the mobster he sent to the pen.

Ah, the movies. They are wonderful. They make journalism the glamorous profession it isn't. Susceptible youngsters should learn this lesson well.

The fundamentals of good English are of primary importance in news writing. Clear, precise, intelligent use of the language is essential. Sentence structure should be studied carefully and thoroughly.

Practice in simple, straightforward news reporting should be offered. Students should learn to contact people, to ask them intelligent questions. They should be able to talk with railroad workers and preachers, society women and waitresses. They should know whom to see and what to ask when stories break. High school parents may shudder at the thoughts of their "baby" conversing with bums, jailbirds or thieves, but a newspaper office is no place for the squeamish.

"What it amounts to," says Mr. MacDougall, "is that the newspaper worker must be an expert salesman. Good salesmanship is the basis of all good reporting, and fundamental to successful salesmanship are personality and tact. Although

the timid, awkward cub may get what he wants by creating pity, it is the person who gives the impression of self-confidence, assurance and self-respect whose success is enduring."

On the contrary, many authorities, both educators and practitioners, believe that high schools should not attempt to equip students to go out into the business of journalism. This aspect should be left to the professional school so that the student will not be bound by the shackles of having only a little training.

This would readily be understandable in normal times, but these are not normal times. Editors need help and need it badly. High school girls are about the only ones left. Any professional training the high school can give them will be invaluable to their employer.

It is true that type laboratories, photographic training, and other technical work should not be encouraged in secondary schools. The cost of installing equipment would be too great, and the short period of study would be of little benefit for the student.

A bulletin issued by the Department of Education of Texas cites the following objectives of courses in journalism: (1) To give the student instruction and practice in writing correct English; to develop literary style and accuracy of statement; to discover and develop the talent that the student may have in this field. (2) To give some knowledge of the newspaper and its place in the present social system, its history, its growth and its power in molding public opinion. (3) To give students a conception of the profession of journalism and to serve as an explanatory course.

Courses in Texas high schools include news writing and copy editing, headline writing, proof reading, study of metropolitan newspapers, special writings (such as the editorial, the column, the dramatic or literary criticism, and the theater story), the history of journalism, the mechanics of the newspaper, newspaper ethics, and freedom of the press.

The wisdom of attempting an all-inclusive curriculum for high school is questionable. Too often technical courses are given by teachers with limited experience. "Even if these courses are really merely explanatory," says a bulletin issued by the Southern Newspaper Publishers' Association, "or given as a means of sugar-coating training in English composition, it is misleading to call them journalism."

The best training a high school can give a potential journalist is to teach him to write intelligently and spell correctly. Give him experience in expressing himself by the written word. Make the teaching of English composition more interesting and effective. Teach him to recognize a good newspaper when he sees it. Give him some practical experience in meeting people, asking intelligent questions, and writing stories in an interesting, informative, concise, clear manner. Cultivate a sense of responsibility. Develop the habit of accuracy, and teach him to

cooperate with others.

These things will form a firm foundation upon which the student can build the house of journalistic knowledge. All else can be gained gradually by experience.

The important thing is that editors need help and need it now. The high school girl graduate is the solution. Teach her to write well and correctly, and teach her thoroughly. Don't try to crowd a college curriculum into an adolescent mind. Teach her the underlying principle upon which the newspaper exists—intelligent and responsible writing. Her employer will be satisfied.

Armed with this knowledge, women graduates can step into newspaper offices all over the nation and help keep the presses rolling while the boys go rolling into Rome, Berlin, and Tokyo.

Student Aids to Defense

ELINOR KISTLER

*Mellon Junior High School
Mt. Lebanon, Pennsylvania*

STUDENTS in Mellon Junior High School have won recognition for themselves through their cooperative participation in school practice air-raid drills. Although all students can share the praise, there are a number who have especially distinguished themselves.

During all non-evacuation drills, students are assembled in the central halls of the building's first and second floors for a ten to fifteen minute period. To entertain the school during the interlude, a group of volunteer students, under teacher supervision, have banded themselves together. When school members are assembled, the entertainers "take over." Piano players, drummers, trumpet players, singers, dancers and readers are ready on a moment's notice to offer their services.

The students choose their own selections and have assumed personal responsibility for and interest in practicing to make their renditions not only acceptable, but entertaining.

Another crew is constantly prepared to set up a motion picture projector and screen at a short notice, and show motion pictures to their fellow pupils.

The general student body looks forward to, and enthusiastically accepts the program. The faculty is reasonably certain that in the case of an emergency this same group of volunteers could be counted upon to function for an extensive length of time as successfully as they have done in short practice periods.

Other students whose services are worthy of mention are those who have volunteered to patrol the halls, student messengers and the first aid crew.

The entire set-up is significant, in that junior citizens are doing their part in community defense, doing it as volunteers, and doing it well.

Speech Training in Wartime

THIS subject divides itself logically into two phases, which will inevitably overlap to some extent: courses in speech given to our regular college students, who, from this time forward, will be largely girls; and, second, the specialized training courses given in conjunction with the Army and Navy.

My first and major premise is that speech should remain much the same, with some inevitable modifications and adaptations because of the war. We should not throw overboard speech gains made in the past; we should adhere firmly to the basic principles of speech education. We need to make some changes, however, which I wish to state in the form of generalizations, which are almost self-evident and do not require much proof:

(1) Drop some of our advanced and graduate courses that we can do without until the war is over.

(2) Keep our basic *Fundamentals of Speech* course for the training of all students—or as many as we can reach. The emphasis will probably shift, however, to the speaking phase of the fundamentals course.

(3) Without sacrificing other courses, emphasize the *Public Speaking* course. The reason for this right now is obvious. Calls are made for student speakers and faculty members for speeches in the war effort: Red Cross, scrap, War Bond Drives, etc.

(4) As subject matter for courses in Speaking and Group Discussion, use war problems and problems of the peace to follow—not exclusively, of course, but with due regard to their immediacy and seriousness.

(5) Develop either new courses, or phases of work to be put into old courses, such as: Radio Communication, Propaganda, War Forum Techniques. These items may be squeezed into a course in Speaking or Discussion if necessary.

(6) With the absence of men and the inability to get certain materials and equipment, reduce the dramatic production program to a minimum, except for those institutions which play to soldier audiences in nearby camps. Emphasize entertainment and morale-building plays, rather than problem plays, social drama, the drama of ideas, drawing-room comedy.

(7) Eliminate intercollegiate speech contests until the war is over.

(8) In courses in Interpretative Reading, use simple informative prose rather than either poetry or fiction. Here again, some material dealing with American life and institutions may well be used. There are certain citizenship values to be derived, both in speaking and in reading, from the use of content that reveals the American way of life and the democratic ideal.

II. Let us turn now to the second phase—direct training for military men in specialized training purposes, either on the campus or in the

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Army camps. There are several tendencies apparent after reading some of the wartime programs in Speech, such as the Army Specialized Training Program, military editions of basic Speech text-books, and Army, Navy, Air Corps, West Point, and Annapolis courses.

An examination of these programs shows that thinking is highly esteemed, and in the process of thinking, words naturally take their proper place. This is one of the objectives in the ASTP and elsewhere. Thought and language are closely related. Some psychologists even go so far as to regard them as identical—Watson and the other behaviorists, for instance. However that may be, it is true that not much thinking except of a primitive and gestural sort is possible without words.

It is striking that content has been emphasized so much in these speaking programs. Several of these courses call for brevity in the speaker, not mere glibness; the speaker must have something to say and say it. The speaker should “get up, speak up, and shut up.” The stress placed upon organization of the speech and outlining, too, shows the respect in which thought and content are held. Language in a speaking situation greatly influences behavior—is almost synonymous with behavior. Speaking is a problem in social psychology, dealing as it does with mass emotion and mass thinking and mass attitudes and mass beliefs. We know that the fakir, the hypnotist, and the one who uses suggestion skilfully, all employ words as part of their spell-binding technique.

In this movement in the direction of immediate practicality and usefulness, Public Speaking rather than Fundamentals of Speech, or Interpretative Reading, or Dramatic Art, is favored. Examine these army courses in detail and you will find that they are courses in speaking—persuasive, informative, expository, practical speeches. Such matters as Voice and Action are given a subsidiary place. Voice is taken up from the standpoint of enunciating clearly so as to be understood (especially true of officer candidates) using appropriate volume, especially in the out-of-doors; giving commands authoritatively; avoiding hesitations and anduhs; being free from regional or dialectal pronunciations. In action, making gesture and movement meaningful, contributing to the total pattern of meaning; observing good posture; avoiding mannerisms.

Here is what they do at Annapolis, according to Captain Felix Johnson, Secretary of the Academic Board at the naval academy:

“One of the missions of the Department of English, History and Government at the Naval Academy is to ‘teach midshipmen to express

themselves clearly, forcefully, and easily in English, both orally and in writing.' To this end oral expression is continuously emphasized here; midshipmen are required to talk on their feet in recreation rooms every day, and faults are corrected as a matter of routine by the instructors . . . the Freshman class will be given four weeks of training in public speaking. These speeches, delivered in the classroom, will consist of occasional and after dinner speeches plus one debate."

At West Point, the program, according to Col. Clayton Wheat, of the English department, devotes eighteen lessons to public speaking. "In addition, we devote 10 lessons to associated readings and short talks. The purpose of these lessons is to provide the cadet with factual material from which he presents a short talk of five-minute duration on some idea associated with his readings. Training at West Point is not limited to the English course alone. Approximately 25 per cent of the cadet's recitations in other subjects . . . are in the nature of public speaking."

This is the regular set-up in our military academies. Training in speaking, likewise, is regarded as of cardinal importance in the training of officers and instructors in our numerous army camps. In the army training schools there are three manuals, one called the Officer's Guide, a second, Leadership for American Army Leaders, and a third, Basic Field Manual 21-5, issued in 1941 by Chief of Staff General Marshall. According to military men, more young officer candidates are "washed out," to use the military parlance, because they cannot give commands authoritatively, be heard and understood—in short, cannot talk effectively—than for any other reason. All three of these manuals give space to a consideration of effective speaking, and the Basic Field Manual has two sections out of nine devoted to public speaking.

In the Army Air Corps, there are two manuals in use, Public Speaking Guide for Instructors, in which the would-be instructors are trained in the fundamentals of lecturing, giving demonstrations, and holding conferences with the men, and another manual, The Mechanism of Instruction, which does not neglect public speaking in its discussion of good teaching techniques. Instruction is carried on largely by the oral method.

Apparently, then, both in our civilian instruction and in our training of military men, Speech, particularly public speaking, is of paramount importance.

Our Student Government In War Time

(Continued from page 18)

sentative body of the students, it must go to them for suggestions. Each representative is elected at the beginning of the year by the homerooms, and so each week after a meeting the

individual representative reports to his homeroom on what is being done and asks for further suggestions from the students. Then these suggestions are reported back to the Council at a regular business meeting.

"You can do two things in life. You can go on or go back. You cannot stand still. Anyone who cherishes the notion that this war is a passing episode which once done will permit us to return to the status quo, is harboring a fearful delusion." Our students, the citizens of tomorrow, look forward to a much brighter future. We will have better schools and better government because of the imposed opportunities for all-out cooperation of students as a result of the war.

¹C. A. Liepmann, "Illinois Education," February, 1943. P. 172.

Club Beautifies School

MARGERY L. SETTLE

Supervisor, Daviess County Schools
Owensboro, Kentucky

DURING the school year of 1942-43, as well as in past years, the Home Economics Club of Whitesville High School of Whitesville, Kentucky has taken a great interest and pride in the beautification of their school building. They have collected good prints of famous pictures, have had these appropriately framed, and have placed them in the various rooms of the school. These pictures add very much to the general appearance of the entire building, and the collecting of them has been fine experience for the club members. Some of the pictures in this collection are: Age of Innocence, Madonna of the Chair, The End of the Day, Appeal to the Great Spirit, Song of the Lark, End of the Trail, Natures Mirror, The Spanish Cavalier, Blue Boy, American Poets, Harp of the Winds, Old Ironsides, and Sir Galahad.

As a further service to the school, this club made money and purchased additional equipment for their home economics room to add to its attractiveness. They purchased a beautiful maple breakfast set for use of the department in serving meals, and they also furnished a reading nook for the girls. This room has a pretty maple table, with an easy chair and a pretty lamp to go with it, and this corner is kept supplied with good books and magazines for the girls to enjoy. Draperies and pictures, too, have been added to the furnishing of the home economics room, and these were carefully chosen as to color scheme and fitness for the room.

These things which this home economics club has added to the interior of this school building have given the building a much better appearance, also give it an atmosphere of culture and refinement, to say nothing of the training that the girls received from selecting these articles for their use.

Talent Discovered in Radio Program

WITH men and women of America called to take their places in the armed forces and war industries, it is the high school boys and girls who are being looked upon to replace them wherever necessary, even if only for part time after-school work. High schools should take advantage of this golden opportunity for local radio stations' emergency demands, and so give their students a chance for a future in this up-sweeping industry of important modern communication.

RECENT CONTEST FOR HIGH SCHOOL RADIO STAFF ANNOUNCERS

Our staff was drained to the bone by the draft board, as no doubt most small radio stations were all over the country. Our program director decided to run an open competition for all local high school students who desired jobs as staff announcers.

Contest Brought out Much Unknown Talent Among the Students

Each student had to simply write his own one minute script on any subject he desired and read it over the air. This idea also disclosed the trend of thought of students of today. Most of them wrote on timely and patriotic causes such as "Give to the Red Cross," "Buy War Bonds" and "Plan a Victory Garden." Nearly one hundred tried out. It was surprising how many of the students otherwise unknown to the student body and faculty, had creative ability and knowledge of the technique of radio. All these contestants' names were placed on file for future use, as only three staff announcers were needed immediately for the emergency.

The Student's Viewpoint and Personal Ambition in Radio

Each contestant was introduced and interviewed by the Program Director as to his interest in radio work. Most of them wanted to be just everything from Chief Engineer to foreign broadcaster. Their love for the glamour of radio was well apparent, but they were quite unfamiliar with the daily grind and actual labor and stress of working under the "gestapo" of radio . . . the speeding minute hand of the clock.

The Student's Zeal for Radio Work

This weekly contest program of local students proved so successful that it became the entire town's daily topic of conversation and fan mail of votes came pouring in. The program director threw various hurdles into the path of the contestants. For instance, they were given definite assignments to prepare just before going on the air—such as sports review, news commenting, music programs or giving a resume of a composer's life. The students dispersed to various secluded parts of the studio and corridors and went into deep concentration in their preparation of scripts, and they produced really astound-

SOPHIE MILLER

WKNY Radio Entertainer
Script-writer and Producer of
"Sophia and Joshua" WKNY
Weekly Guest Program of
Kingston, New York

ing results. Some of them went even so far as to imitate famous radio personalities, showing how closely they have been listening to radio programs.

The Real Acid Test

As the contest gradually narrowed down, the contestants were each given actual commercials to read. I don't think, ever, a sponsor heard his commercials read with such zeal, such effervescent youthful salesmanship as these youngsters displayed that evening. They did have some difficulty with the news broadcasts because of foreign terms. But they did do themselves proud in sports broadcasts.

Finally it was obvious that the students best fitted in voice, in diction, in originality of thought, in presentation would be chosen as staff announcers. This was truly an aptitude test, and each student seemed satisfied with the result and with the chance to show his own ability. Those who were not winners willingly bowed to the proverb, "Many are called but few are chosen."

Chosen Students Rise to the Occasion

Now that these boys are on the staff, they take their work with serious pride, and their love for radio is most gratifying to the senior staff. Each averages about twenty-five hours a week after school. One has learned to work the control board, handle record programs and studio shows, and do commercials and even guest programs. The others work at the mike, doing commercials, music, and sport programs.

These boys think nothing of spending four solid hours in a hot studio or control room and keeping their mind on the minute-by-minute schedule in a most efficient manner. And these are otherwise fun loving, laughing youngsters.

This should be proof alone to any high school faculty or small radio station of how useful and serious youngsters can really be in this after-school work—with required hours spent in study and school, truly a man's size schedule.

What Chances of Advancement in Radio for these Youths?

Radio is not a rut job. Either you're solid and you keep right on climbing, or if you just haven't radio in you, then you slide down to the bottom and finally are out.

Our station is only a couple of years old. Yet a number of our young men have been called to better radio jobs. One of our sixteen-year-old

high school students from the pre-contest days has already been offered jobs in Philadelphia and New York, but he desires to finish high school first. All these youngsters need is a chance to show their capabilities, and if they are really good, they are soon "grabbed" up by larger stations.

Many of the famous coast to coast programs change caste often, although the average public does not suspect it. For instance, there's the "Aldrich Family," which since its inception had five different fathers, four mothers, at least twelve Marys, and two Henrys; not one of them from the original cast is in the show today. Radio is thus constantly moving and changing, and it's the high school student of today who joins up with the small local radio station that is going to be the head-liner of tomorrow on the coast-to-coast network.

A Club Sponsor Council

EDNA VON BERGE

Kiser High School
Dayton, Ohio

TO PREVENT discord between the activities of the various school organizations, frequent opportunities should be provided for meetings of the sponsors alone, alternating with sponsors plus representatives of each group. Many problems can thus be met before trouble or misunderstandings are created. Better relationships between both sponsors and organizations will result.

It is particularly commendable to outline rules adaptable to all groups, which may be used for reference in case of doubt or to settle any controversy should it arise.

Rules of this type may be included:

1. No club or organization dues may exceed ten cents a month.
2. No club may call a meeting on any night assigned regularly to other groups unless permission by these groups has been granted.
3. Dates for all club activities must be cleared through the office and officially made before any social activity, so that there can be no conflict with two groups arranging something for the same time.

The beginning of the school year is the proper time for taking precautions against discord of all kinds. Both clubs and sponsors working independent of one another are certain to conflict in such matters as time of meeting, place of meeting, use of school equipment, and help of personnel. Failure to anticipate danger points before friction develops means discord difficult, if not impossible, to correct. A club sponsor council will give the school an agency whose business it is to prearrange for harmonious correlation of all school clubs.

Football Rules Changes for 1943

1. An intentional incompletion of a forward pass will now be classified merely as an illegal pass. The penalty is 5 yards and loss of a down and is enforced from the spot of the pass.

2. It is not considered a forward pass when the ball is handed forward to an eligible pass receiver who is at least a yard behind the line. A new modification now makes it permissible to hand the ball forward to an ineligible lineman, provided he has turned and faced his goal, without it being considered a forward pass.

3. A forward pass incompletion will not be listed as a foul. Such incompletion will be considered the end of a natural play and will be covered in a manner similar to an out-of-bounds play (Rule 6-7-1-1).

4. If a kick is first touched by a kicker, is then touched by a receiver, and is again touched by a kicker, the second touching by the kicker is disregarded (not considered first touching).

5. If the kickers touch a kick behind the line, it is not considered "first touching," even though the kick may have crossed the line and rebounded. If either team recovers a kick behind the line, even though it may have crossed the line and rebounded, it may advance with the ball.

6. The rules relative to free-kicks will be made identical. A field goal may be scored by any free kick.

7. If a free kick goes into the end zone of the receivers without any new impulse, the ball is dead as soon as it is in touch. In this respect, the free-kick is now treated the same as a kick from scrimmage.

8. For all snap infractions, except off-side, identical penalties are now prescribed. These include backfield illegally in motion, illegal shift, false start, encroachment, and similar acts. The penalty will be five yards and the ball will remain dead on the assumption that the play was not started legally.

9. Under the 1943 code a Fair Catch will be dead as soon as it is caught, provided one of the receivers has signalled properly. A fair catch may not be made in the end zone, since all kicks are now dead as soon as they touch anything in the end zone.

10. The penalty for fair catch interference will be covered by general rule. Since it is a foul during a loose ball, the penalty is a loss of 15 yards from the previous spot, or spot of the return kick. The offended team has the option of choosing an awarded fair catch, however, with no distance penalty.

11. On a Try-for-Point the try will always be made from the mid-point of the 2-yard line. Also, if there is a foul during a try, the general enforcement rules apply. In the past, there were exceptions to the general rules because Team A was permitted to move the ball anywhere along the proper yard line for the first try, and also for a repeated try in certain cases of a foul by B during a running play.

Assembly Programs for September

THIS is the first in a series of nine articles on ideas for assembly programs to be published in *School Activities* during the current school year. At the beginning, the writers wish to acknowledge that it was very difficult to decide just what approach was best to use in presenting ideas which would be of maximum usefulness to busy teachers and administrators.

It is one thing to propose, another to execute. A corollary to this is that all good ideas are not practicable. Lots of people can make good plans for assembly programs or propose all kinds of ideas if they are not required to carry them out. The writers, who have had experience in the administration of school activities, are not unmindful of this fact. It is easy to make suggestions for programs which are unworkable when tried out in real school situations.

As a basis for writing these articles, a collection was made of outstanding assembly programs given last year in a variety of high schools. Some of these will be selected for publication, and others will be drawn on extensively as sources of ideas. They should prove practicable and highly suggestive to schools in arranging their programs. An attempt will be made to propose ideas which can be adapted to a variety of local situations.

Schools must plan and develop their own programs. High schools should find it possible to put into practical application many of the ideas which will be presented in these articles. But generally schools will want to plan and develop their own programs, suited to their local conditions and resources, and reflecting their own school life and activities. The series of articles will be worthwhile if they are suggestive and serve as a general pattern which schools can follow.

An assembly program is not a floor show. It is obvious from studying the programs given in many high schools that the mistake of making assembly performances too much like floor shows is rather frequent. It is true that assembly programs should be lively and interesting, but even if we were reliving the Gay Nineties or the Roaring Twenties, the floor show idea would be far from appropriate. Assembly programs should be a means of giving expression to the social, cultural, intellectual, and recreational interests of the members of the school. They should be stimulating and inspirational, and strike a sensible balance between features which provide entertainment and those of an educational nature.

Assembly programs should be consistent with, and supplementary to, the educational program of the school and should contribute to the educational growth of pupils. The assembly may be defined as the common meeting ground of the members of the school-community, where all

come together to share one another's experiences and interests, where programs which give expression to various aspects of school life are presented, where public opinion within the group is crystalized, and where all pupils and teachers gather on a common footing in a happy and cooperative spirit. Dr. E. K. Fretwell has expressed his idea of the assembly as "the town meeting of the school."

Helpful material for use in arranging assembly programs. There are a few timely publications which will be found exceedingly helpful to those who will be in charge of planning and supervising assemblies during the current school year. The following are excellent as sources for ideas and program material:

The American Citizen's Handbook. Arranged by Joy Elmer Morgan. National Education Association, 1201 16th St., N.W., Washington, D. C.

American Book of Days. By George William Douglas. H. W. Wilson Co., New York, N.Y.

Handbook of War Savings School Assembly Programs. Education Section, War Savings Staff, United States Treasury Department, Washington, D.C.

Democracy and Patriotism. Edited by Florence Hale. Educational Publication Corporation, Darien, Connecticut.

Assembly and Auditorium Activities. By Harry C. McKown. The Macmillan Co., New York, New York.

In addition to these, the group in charge of arranging assemblies this year will profit from studying three practical articles in recent numbers of *School Activities*. These are:

Dixon, Fred B. "Questions for the Assembly Committee," April, 1942, pp. 293-94.

Becker, Albert B., and Byran, Roy C., "Tradition in the Assembly Program," September 1942, pp. 17-18.

Rider, Virginia. "Utilize Superior Class Work in Planning Assembly Programs," April 1943, p. 312.

Administration of assembly programs. Haphazard administration is the reason why assemblies are so ineffective in many schools. The plan of administration which has been successful in a large number of schools is for them to be planned and supervised by a committee composed of pupils and teachers. This committee, usually appointed by the principal and the school council, is charged with the responsibility of arranging, supervising, and evaluating all programs. It is suggested that this group be composed of the dramatics teacher, the music teacher, one or two other faculty members in strategic positions, and a few outstanding pupil leaders. There are other plans of administration which have proved satisfactory. For example, the Montgomery, West Virginia, High School has a Club which arranges all assembly programs. In

the Rock River, Wyoming, High School each homeroom is responsible for giving two assembly programs per year, one each semester.

SUGGESTIONS FOR THE ASSEMBLY COMMITTEE

1. Plan programs over a long period of time and attempt to have a balance of presentations. Schedule programs which are of a timely nature for special occasions with no thought of repetition. Have other programs which can be repeated annually both in name and structure as traditional activities of the school.

2. Emphasize thorough planning and preparation. Intelligent planning and careful preparation are essential to the success of assemblies. Pupils are alert in detecting programs which have not been carefully and cautiously arranged and executed.

3. Attempt to secure wide pupil participation on programs. Take an inventory of pupil talent in public speaking, debating, dramatics, music, etc., and give these pupils an opportunity to appear on programs. Plan programs also which will permit those who are not particularly gifted in any one thing take part. Do not let a few pupils monopolize parts on all programs. Arrange for outstanding programs to be repeated before community groups.

4. Keep a record of all assembly programs given with comments as to the desirable and undesirable features. Attempt to evaluate each program and to profit from mistakes made in former ones. Make surveys of pupil opinion in regard to how they think assemblies can be improved.

5. Discuss assemblies at faculty meetings and get suggestions for programs and the cooperation of all members in carrying them out. Arrange for each member of the faculty to contribute something to assemblies each year.

6. Make the curricular and extra-curricular programs of the school the basis for the majority of programs. Many things being done in English, social studies, science, etc., as well as dramatics and music, can be utilized in arranging the programs. Where an effective plan for letting the programs grow naturally out of the work and activities of the school is in operation the work of the assembly committee is greatly simplified.

7. List the special events, days, weeks, etc., during the year which the school will want to observe and arrange programs in line with the purposes of the occasion.

8. During the current year, emphasize, but do not overemphasize, such topics as patriotism, American ideals, education for victory, etc. These are not only significant at the present time but have an appeal which is timely and important.

9. Build up a reserve of appropriate program materials which can be drawn on from time to time. Have the books and other materials in the library suitable for use in connection with assemblies catalogued according to some system which will make them convenient for use.

10. Give recognition to pupils for participation on assembly programs. The activity point sys-

tem should give credit for such participation. Participation on programs as well as serving on the assembly committee merits recognition.

Programs to be Presented in This Series. The outlines or suggestions for programs which will be published in this series may be classified under three headings:

1. Programs appropriate for schools to give in connection with special days, weeks, and events which are observed widely in schools throughout the country. Examples: American Education Week, Pearl Harbor Day, Citizenship Recognition Day.
2. Programs built around or featuring some significant and timely topic or theme. Examples: Vocations, hobbies, American ideals, education for victory.
3. Outlines and reports of programs which schools have found particularly successful.

SUGGESTED PROGRAM FOR FIRST WEEK OF SCHOOL SEPTEMBER 7-11

The spirit which should prevail at the initial assembly is expressed in the little poem called "September," written by Longfellow:

*"The morrow was a bright September morn;
The earth was beautiful as if new-born;
There was that nameless splendor everywhere,
That wild exhilaration in the air,
Which makes the passers in the city street
Congratulate each other as they meet."*

The purpose of this program should be to: (1) welcome new pupils and make them feel that they are a part of the school, (2) give these newcomers an insight into certain aspects of school life, and, (3) focus the attention of all pupils on the tasks which lie ahead of schools this year and the important part pupils are expected to play in winning the war. A pupil leader should preside, and the following outline might prove suggestive in arranging the program:

1. Selections by band or orchestra.
2. Group singing of school or patriotic songs—led by music director.
3. Greetings to new and old pupils—an outstanding pupil leader, possibly the president of the school council.
4. Response—a representative of the entering class.
5. Presentation of high school principal who will extend greetings of faculty, introduce new members of the teaching staff, and comment briefly on matters of common interest pertaining to the beginning of school and work of the year.
6. "The characteristics and ideals of our school"—a member of the school council or paper staff.
7. "Extra-curricular activities in our school"—an outstanding senior girl.
8. Humorous or patriotic reading—a member of the public speaking class.
9. "What pupils can do to help win the war"—a representative of the High School Victory Corps.

10. Pledge to the Flag and singing The Star Spangled Banner.

SUGGESTED PROGRAM FOR CONSTITUTION DAY

SEPTEMBER 17

The Constitution of the United States, universally regarded as the finest expression ever made of the determination of a free people to govern themselves and to protect their liberty, was signed September 17, 1787, in Independence Hall, Philadelphia. The purpose of an assembly program for the observance of Constitution Day should be to focus attention on the American ideals contained in the document, to emphasize the rights and liberties granted citizens by the Constitution, and to give pupils a better understanding and greater appreciation of our democratic form of government. The Civics or History Club might serve as the sponsor of the program with its president as the presiding officer. The following may be suggestive to schools in arranging a program:

1. Patriotic selections by band or orchestra.
2. Reading of the following "prayer" for our country: "Almighty God, we make earnest our prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; to entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large. And, finally, that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy, and to demean ourselves with character, humility, and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion, and without an humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee. Amen."—George Washington.
3. "The meaning of Constitution Day and the significance of its observance this year"—a representative of the group sponsoring the program.
4. "Some things which the Constitution of the United States stands for"—a representative of the school council.
5. Dramatization of important events in the history of the Constitution or the Supreme Court—dramatics club.
6. "The meaning of the Bill of Rights in the Constitution"—a member of the civics class.
7. Debate on the amendments to the Constitution proposed recently which are of special interest to young people. These are: Should the legal voting age be lowered to eighteen years? and, Should each young person be required to spend a year in some form of service to his or her country?
8. Forum discussion—Led by the assembly chairman. Topics such as the following would fit in with the purposes of this program: Understanding and practicing democracy, difference between democracy and dic-

tatorship, American ideals, rights granted by the Constitution and the corresponding responsibilities which citizens should assume.

9. Pledge to the Flag and singing of "America"

SUGGESTED PROGRAM FOR SCHOOL WEEK OF

SEPTEMBER 20-24

The two key high school organizations this year are the school council and the High School Victory Corps. Their program of activities will include most things which the school is doing aside from classroom work to aid the war effort. By the third week of school these two groups should have their organizations perfected and their plans for the year completed. The purpose of this assembly should be to install the officers of these two groups, introduce their programs to the entire school, and get the activities started which will be carried on by the school as a whole. The principal should preside over at least the first part of the assembly, but may want to turn the meeting over to the president of the council after the induction ceremony. The following might prove suggestive in arranging the program for this assembly:

1. Selections by school band or orchestra.
2. Group singing—led by a pupil. "Home on the Range", the school song, the state song, or patriotic selections would be appropriate.
3. Installation of officers of school council. Use the procedure or ceremony which is traditional in the school.
4. Inaugural address of president of council. In this he might present the program which the council has planned for the year, explain its function in the life of the school, appoint committees to carry on special tasks, and emphasize the importance of all pupils contributing to the activities which will be carried on by the council in the program of school.
5. Installation of leaders selected by the High School Victory Corps. Use the ritual suggested in the official Manual of the Victory Corps.
6. Inaugural address of chief officer of the Victory Corps. The same procedure as used by the president of the council might be followed in introducing the Corps, explaining what it stands for, and work to be done under its sponsorship.
7. Presentation by the Dramatics Club. Short plays and dramatizations showing the part pupils are playing in wartime activities are available from many government agencies and patriotic organizations.
8. A report by a pupil on what individual pupils and groups have done and are doing to help in the war effort. A summary of such activities might be made from a survey conducted by the school paper or by the Victory Corps.
9. Forum discussion of some of the things emphasized in the foregoing talks—led by the principal.
10. Pledge to the Flag and singing of America.

**SUGGESTED PROGRAM FOR LAST WEEK
IN SEPTEMBER, 27-31**

Labor Day, September 6, comes too early in the school year for an assembly program to be planned in its observance. As labor is playing such a vital part in the war and is receiving so much attention today, it seems appropriate that the high schools hold at least one assembly program on the topic. Why not a panel discussion on various aspects of labor and labor unions as an assembly program during the last week in September? This would serve the same purpose as a Labor Day assembly if this event were observed later in the year. The following outline might be used as the basis for speeches on such a program:

1. Broadening the Base of Our Democracy.
 - a. Democracy of Athens, only a democracy for the free men. Ninety to ninety-five per cent of population slaves.
 - b. Middle Ages. Kings and lords ruled. Free skilled artisans formed guilds; mass of people serfs, bound to land.
 - c. Industrial Revolution marked by development of cities, freedom of workers to come and go; rise of labor unions.
 - d. Today the trend in America is toward the recognition of equal sovereignty of labor and industry. Collective bargaining is recognized as a matter of right, not suffrage. Industrial democracy will be achieved when management and labor are equally responsible for production.
2. What Labor Wants.
 - a. Freedom: the right to act collectively for its own welfare. The *right to join unions* without the interference of management.
 - b. An income adequate to provide for the necessities of life, and some of the amenities.
 - c. The recognition that a job right is a property right. "I worked on this machine fifteen years and it's as much mine as it is the absentee owner's of corporation stocks."
 - d. Free public education so that the children of workers will be assured the same educational opportunity as those of the privileged few.
 - e. The Advancement of Welfare and Social Legislation; child labor laws, protection of women in industry, unemployment and old-age insurance, etc.
 - f. Industrial and political Democracy. The right to choose men who will protect and advance its interests.
3. The Public's Responsibility.
 - a. Recognition of the fact that America is an industrial, not an agricultural nation. Only 26 per cent of our population lives on farms. Fifty to fifty-five million Americans are wage earners.
 - b. Understanding of the interdependence of worker and farmer. Impoverished work-

ers cannot purchase our agricultural and industrial surpluses.

- c. Creation of study, discussion and conference groups, which will bring together all the conflicting elements of our society for the understanding and solution of our common problems.
- d. "Ours is the opportunity to extend the frontiers of Democracy." Maintenance of our traditional Democracy: a government which is dedicated to the greatest good for the greatest number.
4. The part labor is playing in winning the war on the home front.
5. The importance of work experiences in a well-rounded education.

**EXAMPLES OF ASSEMBLY PROGRAMS
GIVEN ON SCHOOLS AND THE WAR**

The outlines of the two programs which are given below deal with topics which are receiving much emphasis at the present time and will probably continue to be stressed as long as the war lasts. They are not presented as models of what programs should be, but they are typical of the type of programs which many schools are planning.

Senior High School, Fort Smith, Arkansas. This High School Victory Corps assembly was presented soon after that organization was formed and the work of the school converted to wartime needs. It was intended to depict the work of the Victory Corps and to show the value of this training. Two full periods were devoted to the assembly and the public was invited to attend. The first period was given in the school auditorium and the last in the stadium. The program was as follows:

1. Advance of the colors.
2. Pledge of allegiance.
3. Review of work of Victory Corps under the following headings:
 - a. Preflight—pupil talk.
 - b. Radio—demonstration of code—two pupils.
 - c. Electricity—pupil talk.
 - d. Auto mechanics—pupil talk.
 - e. Photography—pupil conversation.
 - f. Consumer education—pupil talk.
 - g. Office machines—pupil talk.
 - h. Red Cross demonstrations.
 - i. Home nursing—pupil talk.
 - j. Nutrition—short skit written by pupils.
4. Juggling act—Private George Barvinchak of Camp Chaffee.
5. Address—Colonel J. P. Hill of Camp Chaffee
6. Singing of "The Star Spangled Banner"—directed by a pupil.
7. Military drill review—both boys and girls.

The Milne School, Albany, New York. This program was given on December 7, 1942, the anniversary of the attack on Pearl Harbor. While arranged especially for this event, it differs little from any program which would be based on the topic "Milne and the War." The program was arranged mostly by pupils who asked the prin-

principal to serve as chairman. Parents were invited. The program was as follows:

1. Selections by the school band.
2. Singing of "The Star Spangled Banner"—band and school.
3. The Victory Corps—pupil talk.
4. The school's part in the war—pupil talk.
5. The War Council—pupil talk.
6. Junior A. W. V. S.—pupil talk.
7. Our war bonds and stamps—pupil talk.
8. Milne and the Red Cross—pupil talk.
9. The curriculum and the war—department heads explained the way the school program had been converted to wartime needs as follows:
 - a. Science
 - b. Social studies
 - c. Physical education
 - d. Mathematics
10. Milne and the War—talk by principal.
11. Singing of patriotic songs.
12. Selections by band.

Intra-City Athletic Competition

(Continued from page 8)

Regardless of one's answer to these questions, one can conclude with assurance that this aim (to teach people to live together without friction) is not an adequate explanation for the prevalent practice of scheduling intra-city athletic contests. Yet it was the only one offered by more than a few respondents. Three officials said that it lessens their transportation difficulties. Only one tried to defend the policy in terms of the commonly-recognized health objectives of high school physical education departments. This fact justifies the inference that these objectives can be adequately accomplished through physical and health-education classes, intramural games, and contests with schools in other communities. Incidentally, it may well be pointed out that nearly all writers in the field of high school administration feel that most schools could strengthen their health program by placing less emphasis on interscholastic contests and more on intramural games. They frown on a long series of contests that, through public demand for victories, stimulate concentrated training of a small number of athletes at the expense of the many other students.

The only remaining explanation for the prevalent practice of scheduling intra-city contests seems to be the one which the respondents were asked to exclude from consideration—namely, finances and public pressure. (See question 4, page 6.) This request was made by the writer to stimulate the listing of other possible reasons in the little space that was made available on the questionnaire. Five of the respondents ignored the request and mentioned finances. The fact that most schools are strongly dependent on gate receipts to finance their athletic program is made clear by nearly all writers on the problem. The following statement by Koos and others is typical:

"The tendency at present is for most boards

of education to provide the coaching and some, if not all, of the equipment. The other expenses must be met out of income derived from gate or door receipts. This method of financing interscholastic athletics partly out of regular funds and partly out of receipts compels the head of the high school to assume large responsibility for interscholastic finance. . . . The problem just pointed out is fully supported by the data collected by the National Survey of Secondary Education.² The main sources of support of interscholastic athletics are the sale of tickets (84.4 per cent of the schools) and the pooling of funds derived from all extracurriculum activities (19.9 per cent of the schools). Funds are derived by local boards of education in only 9.8 per cent of the 327 schools.

"In the light of practices that must be resorted to by secondary schools to raise funds for the support of athletics, 'it is not surprising,' says the report of the survey, 'that in a large number of schools considerable attention is given to the development of formidable teams, so that large numbers of persons will become sufficiently interested in the competitions to pay the price of admissions.' The obligation to please the public to secure support tends to subordinate the control of athletics to finance."³

²P. Roy Brammell, "Intramural and Interscholastic Athletics," National Survey of Secondary Education, Monograph No. 27, 1933, p. 81-89.

³Leonard V. Koos and others, "Administering the Secondary School," American Book Company, 1940, p. 624.

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The fact that schools are compelled to raise funds through gate receipts to support an athletic program, and that intra-city contests are unusually good "drawing-cards," goes far to explain why more cities involved in the present study schedule intra-city contests than bothered to give one supporting reason for the policy, why the officials in three cities that schedule intra-city competition involving all schools declined to indicate whether or not they consider it good educational policy, and why one of the cities continues to schedule contests among both public and private schools within the city in spite of the fact that the superintendent frankly stated that he does not consider it good educational policy.

* * *

In view of all the facts, information, and arguments that have been presented, what conclusion can be drawn? Should high schools in cities the size of those surveyed in this study enter into athletic competition? Certainly this question cannot be answered with either a "yes" or a "no." The answer should be made after adequate consideration of factors like these: the extent to which the scheduling of such contests promises to contribute to the objectives of the physical-education program and the school, the probability that the competition will be reasonably fair rather than unequal, the urgency of the need for obtaining additional revenue, and

the prospects for contributing wholesome entertainment to the community without creating or stimulating group animosities.

It is worth noting that the answer of the school officials in one of the cities was neither "no" nor "yes" in the sense in which these terms have been used throughout this discussion. One of them said, "We have sufficient competition without splitting our two high schools. They work as one unit in athletics." This brief statement tells but little, but it suggests the possibility of a season-end game between the "All-city" teams from two neighboring cities. This suggestion is free from at least some of the criticisms that have been brought against intra-city competition.

Finally, it can be said that all true friends of competitive high school athletics will want the decisions in this field to be made by responsible school officials, free from all outside pressure, because these officials are in a position to see the issues in their proper relationship to the major objectives of the high school and because they will have to shoulder responsibility for dealing with any trouble that may result from these decisions. Even though they may decide that the school should participate in intra-city contests, they certainly will not base this decision on the assumption that one of the major duties of a high school is to provide entertainment for the public by staging exciting contests.

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News Notes and Comments

"Education for Victory" is the theme of the twenty-third observance of American Education Week—November 7-13. Material that will aid schools in their plans for this observance is being supplied by the National Education Association, 1201 Sixteenth Street, N.W., Washington, 6, D.C.

New coaches, called into their positions to fill vacancies caused by selective service, are advised of "The Science of Coaching," by Clair Bee—Published by A. S. Barnes and Company.

Shall School Boards Control Student Funds?

An affirmative answer to the question above seems so inevitable that the numerous cases of losses of funds, due to the lack of school board and even of teacher supervision, are difficult to understand.

In recognition of the fact that student activities are rightly under school board control, the legislature of Oklahoma recently enacted a law which provides for bonded custodians of student funds, annual audits, and direct supervision of withdrawals of all moneys. The law is intended to safeguard teachers and pupils quite as much as it safeguards the funds.

The Oklahoma law has been welcomed by the school officials of the state as a simple means of fixing responsibility and assuring uniformity in local policies and practices. In most states similar legislation may not be necessary; in all schools the essentials of the law—bonded custodians, annual audits, and supervision of all spending—are a required part of the schoolboard rules.—Editorial in *American School Board Journal*.

"I am not unmindful of the benefits derived from school football and other types of sports events, and I am well aware of the desirability of continuing these games. Through the cooperation of the public in refraining from travel, we hope to assure conditions which will make possible the continuance of sports events without depriving those who must travel of essential transportation facilities."—Joseph B. Eastman, Director Office of Defense Transportation.

For Bicycle Safety

Kansas City's police department is in the bicycle painting business to reduce casualties from bike-auto collisions at night. After tests made by the Missouri city's police showed that white paint increases a bicycle's visibility, the department offered to put a coat of white paint on any or all the city's bicycles free of charge. There are 40,000 bicycles in the city.

SEPTEMBER 1943

Nation's Junior Colleges Hold Their Own

In spite of unusual losses due to wartime closing of several institutions, the junior colleges of the country have held their own in numbers and have increased their services to the youth of the country, according to data appearing in the Junior College Directory, 1943, just published by the American Association of Junior Colleges.

Victory Corps Pamphlet Released

Community War Services and the High-Victory Corps, latest addition to the Victory Corps pamphlet series, is off the press.

"Participation in wartime community service activities is recognized as a condition for general membership in the High School Victory Corps," states John W. Studebaker, U. S. Commissioner of Education, in the Foreword. This new pamphlet outlines ten guiding principles to be kept in mind when voluntary services are set up for student participation.

A wide variety of noteworthy examples of community war services being carried on in all parts of the country are offered as suggestions to administrators planning war service programs. Books, pamphlets, and films, and a suggested list of references, are included. The pamphlet was prepared by Harrison M. Sayre in collaboration with others.

Community War Services and the High-School Victory Corps, Victory Corps series, Pamphlet Number 5, may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, 25, D. C., for fifteen cents.

The Journal of Physical Education, published by the Physical Education Society of the Young Men's Christian Associations of North America at Yellow Springs, Ohio, is carrying on a drive for physical fitness—a real contribution to our war effort.

Already high school students are answering "one of the largest calls for national service ever made on American schools." High school students are building 500,000 planes for the Army and Navy, and civilian defenders. A model plane seen at thirty-five feet is identical with the true airplane at about half a mile.

California Resolution

The California Interscholastic Federation recently adopted a resolution relative to the interscholastic program and copies of the resolution have been sent to the President of the United States, the Secretary of Navy and the Secretary of War. Among the statements in the resolution are the following:

"The public schools have already curtailed and

modified their program in keeping with the national program of conservation. Schedules have been reduced. In general, participants only are allowed to travel, and student spectators are limited to those of the home school. Reductions in the use of vital materials have been effected.

"In normal times, the per cent of rubber used by high schools in the program of competitive sports has been less than two per cent of the total use of tires on school buses. Our wartime program will further reduce this to less than half of that percentage.

"California schools are required by law to give instruction on the injurious effects of alcohol and other such beverages. Pupils as well as citizens are concerned with the seeming inconsistencies of regulations which permit priorities for the manufacture, TRANSPORTATION and distribution of alcoholic and non-essential beverages, but which, under the present interpretation of regulations, practically prohibit our essential high school athletic competition.

"The California Interscholastic Federation, representing the high schools of this state, in conjunction with the State Department of Health and Physical Education, feel that we are entitled to priorities equal to or even greater than those liquor interests referred to above."

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. Price 50 cents. Order from *School Activities*, 1515 Lane Street, Topeka, Kansas.

"Handicaps to an interscholastic athletic schedule are severe, but the need still exists—let there be no surrender. If you can't travel so far, play nearer home. If you can't ride, walk (it has been done). If you have no near-by neighbors, there are still intramurals. If you have no equipment, play without (a fairly vigorous generation thrived on darebase)."—*Carl Burris, Secretary of the Missouri State High School Athletic Association.*

To meet the challenge of Hitler and Hirohito we must with perfect devotion again make vital the ideals that sustained our fathers when their freedom was threatened. Their ideals must and can sustain us now in our time of peril.

We must teach the story of the struggle for human liberty. Only then can our children understand what democracy means.

We must teach our children over-mastering love of country, "for to preserve it, they must love it." . . . We must give their devotion flesh and blood from the heroic men and women of our history. From them our children shall learn the lessons of unflinching courage and unswerving fidelity to their country. In that spirit only shall we conquer.

The only way the nation can show its appreciation for the part youth must play in preventing totalitarianism from engulfing democracy is

to back a program for national equalization of educational opportunity.—*Southern States Work Conference.*

"The men coming into the service today are not physically fit. Their lack of strength, endurance, agility, coordination is shocking. . . . Whatever the cause—lack of adequate facilities or time allotment or de-emphasis upon the biological values in physical education in favor of recreational or cultural—the fact is that all branches of our military have been sadly handicapped in their efforts to prepare men for combat service because of the physical weakness of the incoming men. The army has found it difficult to do much with bodies which have been neglected for twenty years prior to entrance into the service."—THEODORE P. BANK, Colonel A.U.S., Chief, Athletic and Recreation Branch, War Department. (*Oklahoma High School Athletic Association Bulletin.*)

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Something to Do

C. C. HARVEY, *Department Editor*

WHAT PART WILL ACTIVITIES PLAY IN HIGH SCHOOLS OF THE FUTURE?

W. W. Charters, Vocational Education Director, Federal Security Agency, predicts drastic and revolutionary changes in the educational program of the future. It is his opinion that the impact of the war on education will help schools to realize the extra-curricular program.

At a recent conference, Dr. Charters presented his ideas on the kind of educational program which will emerge in the future. Aspects of the program which he believes will receive most emphasis are: (1) Physical health. (2) Mental health. (3) Citizenship. (4) Communication. (5) Consumer education. (6) Family life. (7) The extra-curricular program. (8) Vocational experiences for pupils. (9) Serving the community by tying it up with the school and using its resources. (10) Adult education.

The function of educational experiences for boys and girls will be to help them attain competency and security. They will receive training in how to live as well as how to make a living. High schools will place much more stress on such things as how to make friends and get along with others, the pros and cons of social subjects, work experiences, participation in community activities, and the induction of adolescents into adulthood. More courses and activities will be planned to give pupils realistic experiences, and to help them understand themselves and the society in which they live.

What will be the role of extra-curricular activities in the high school program of the future? There is little doubt that at the present time these activities contribute as much if not more to the kind of educational program described in the above than the traditional curriculum. The place of extra-curricular activities in the high school program which is in the process of developing should be discussed this year at professional gatherings such as faculty meetings, conferences, and graduate courses in Education. Are the extra-curricular groups not carrying on a large number of the activities which aid the war effort? Are they not making a vast contribution to the educational growth of pupils? Are they not doing much to help adolescents attain social competence and maturity?

LET SCHOOL COUNCIL SPONSOR RECREATION AND SOCIAL ROOM

With wartime restrictions on the usual forms of recreation for young people, high schools must emphasize a program of leisure-time activities for their pupils. One of the traditional aims of

high school is to teach boys and girls to spend their spare time wisely, but activities of a social and recreational nature are even more important during a period of crisis. They play a big part in keeping up morale and preventing delinquency.

At the Secondary Training School, State Teachers College, Macomb, Illinois, the school council has made a contribution to learning wholesome use of leisure-time by sponsoring a social room. It is conducted entirely by the council and provides recreation for pupils during the noon period and for an hour at the close of the school day. It is available also for group parties and other social events sponsored by school organizations.

The room is equipped to serve refreshments, for carrying on a variety of activities, and for playing certain games. The most popular forms of recreation are dancing, particularly the square dance, old-fashioned group singing and spelling bees, games, especially cards, and visiting.

The artistic decorations and furnishings in the room were planned by the art and home economics classes. The girls of the home economics classes also cooperate with the council by serving as a refreshment committee and helping to keep the room attractive; industrial arts boys contribute their bit by making various things needed in carrying on social and recreational activities.

The entire cost of fixing up the room as well as operating it was a responsibility of the council. Several donations were received, but the council carried on several clever money-raising devices. If you are looking for a "bracer" for school spirit and a way to solve the problem of recreation, try our social room idea.—VELVA SOLLARS, *Sponsor of Student Council, Secondary Training School, Macomb, Illinois.*

COMMUNICATE WITH FORMER PUPILS NOW SERVING IN MILITARY FORCES

One way in which high schools can be of service to their country is by keeping in contact with former pupils who are now members of the armed forces. How mail from home and friends contributes to the morale of these boys has been emphasized time and again by military officials, and no further comment is needed.

The plan for keeping in contact with former pupils who are now in the armed services which is in operation at the North High School, Wichita, Kansas, is worth passing on to others. Early last year a committee of pupils compiled a list of names and addresses of boys in the armed services who have attended their high school. A total of one thousand fifty names was secured.

In addition to a campaign to encourage friends of the boys to write to them, each boy is given a complimentary subscription to the weekly newspaper and a special monthly newsletter. The school paper attempts to report all school activities which contribute to the war effort in order to let the boys know that those at home are doing their part. The newsletter is produced by the mimeograph process and features local and school items which are thought to be of most interest to the boys.

The mailing list of servicemen is revised and corrected from time to time in order to avoid needless work for postal authorities. Numerous letters of appreciation have been received from the boys. These are a real stimulus to pupils and community war workers. Many of the letters have been published and read at local meetings connected with campaigns for the sale of bonds and stamps, salvaging of material, and other wartime activities. During the school year of 1943-44, the active chapter of the High School Victory Corps which exists at North High will continue this plan of keeping in communication with the former pupils now in the armed forces which originated almost spontaneously.—O. E. BONECUTTER, North High School, Wichita, Kansas.

SCIENCE CLUB BUILDS PROJECT AROUND STUDY OF TUBERCULOSIS

Early in the school year of 1942-43 the Science Club of Albion, Michigan, High School became interested in Tuberculosis. Pupils thought it would be possible to check all members of the school for this disease and eliminate every possible chance for early cases to exist undiscovered.

By conferring with the Health Committee of the school, the Public Health Nurse, and the County Tuberculosis Association, much information was gathered, and the assurance given that it would be possible to carry out the project if pupils were willing to cooperate.

Several skits were written by pupils and given over the public address system. A group of pupils published a special issue of the high school newspaper on Tuberculosis. This edition of the paper attracted statewide attention and created much interest in the project.

Finally, when the day for patch testing rolled around, six hundred eighty persons were tested. Two girls studying commerce took charge of the records; girls planning to become nurses helped in various ways, and pupils performed such tasks as were assigned to them.

The readings were made by the Public Health Nurse, and it was found that there were forty-five positive reactors. These, along with a hundred others who requested it, were X-rayed

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by the State Health Department's portable unit. Six of the cases were of a doubtful nature and were re-checked at the hospital.

When it was finished, one person had been discovered who definitely needed immediate treatment. The group concluded that the entire project was worth-while. Later the club carried on a similar project for the purpose of testing eyes, screening out the worst cases, and sending them to the oculist.—VERNON G. BALDWIN, *Albion High School, Albion, Michigan.*

DIVERSE PROGRAM ADMINISTERED THROUGH WAR ACTIVITIES BOARD

University High School, Oakland, California, since the outbreak of the war, has carried on a diverse program of activities to aid in the war effort, and to guard the safety of pupils.

The central organization responsible for coordinating and furnishing leadership for all war activities is the University War Activities Board. This group also deals with problems which have developed in the school and the community as the result of wartime conditions.

The first activity attempted by the Board was the sale of war bonds and stamps. The school was asked to inspire whole-hearted cooperation in this task, and from the first it attempted to show pupils the necessity of lending their money to the Government. The plan of setting aside a specific time for the sale of bonds and stamps was put into effect, and a pupil was appointed commissioner of war activities to superintend the task.

Responsible pupils from each third period class were selected to act as room bond-and stamp salesmen. It is their duty to collect the money from each pupil who purchases a stamp or bond, to list each order on a sheet provided for that purpose, and to have the money total checked at the school bank by the commissioner. Upon receiving the checked sheet, stamps and bonds are given out by the clerk at the bank to the salesman who distributes them to the purchasers. All this is done the same period on the day set aside for the sales campaign.

Other war activities have been the salvage drives, book collection for servicemen, a separate workroom for the Junior Red Cross, and the many activities carried on under the auspices of the High School Victory Corps.

Another recent project was a drive for old records, the proceeds from the sale of which were divided between the school and the Red Cross. Another which is being formulated is that of buying jeeps with the proceeds of the bond and stamp sales. This plan has been used effectively in many schools of this locality.—JIM JORDAN, *University H. S., Oakland, Calif.*

SCHOOL SERVES COMMUNITY THROUGH SPEAKERS BUREAU

Pupils studying speech often complete their high school course without having had much

experience facing normal audiences. This is no less true in schools having good competitive speech programs in debating, discussion, and individual speaking, because, in contest speaking the audiences are usually either artificial or non-existent.

We have, for this reason, organized a School Speakers Bureau to serve the community and to supplement our competitive speech program. Members of the bureau agree to speak before community audiences whenever they are given such assignments by their faculty sponsor. The sponsor receives requests from organizations for speaking talent and selects members from the group to fill the requests.

Care must be taken to keep a wide range of talent in the Bureau, for the needs of the organizations in any community are varied. Calls come in for humorous talks, patriotic speeches, timely topics for special occasions, round-table discussion, debates, and radio programs.

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To date, twenty-three members of the Speakers Bureau have had thirty-five assignments before audiences totaling 7,500 people. In addition, they have had seven assignments for speaking over a commercial radio station.

By the time these pupils have finished their high school training, they will have had valuable experience in normal public speaking situations. The faltering apology, "Unaccustomed to public speaking as I am," will then no longer be needed by these boys and girls.—S. J. GEDDES, Co-coach of Debate, Washington High School, East Chicago, Indiana.

SENIOR CLASS RAISES MONEY BY SPONSORING "BAKE SALE"

In normal times, the seniors at Cass, Pennsylvania, High School have two ultimate aims. First, of course, they all wish to be graduated. But, almost as fervent as this first desire is the chance for a journey to Washington, D. C., with their classmates. Probably one would not be far from right if he assumed that the latter ambition foreshadows the first. But trips are ex-

pensive, however, and the seniors are well aware of this fact.

In some high schools, seniors who make the traditional journey to the Nation's Capital pay their own expenses. This is not true at Cass High School. The class, through various devices, tries to raise enough money to cover the cost of bus transportation and hotel bills. For a long time the chief sources of this fund were the senior class play and a series of dances sponsored by the group. A few years ago another method was added. By borrowing a trick from the time honored institution of the community, the church, the seniors have increased their account. This ingenious feat is commonly referred to as the monthly bake sale.

About sixty per cent of the pupils ride school buses and either carry lunch baskets or patronize the school cafeteria. The seniors decided to capitalize on this fact by supplying the desserts. Each member brought cakes, cookies, pies, and the like from home to be sold during the lunch hour. Some of the purchasers took samples home, and the next time the class held the bake sale, many whole cakes and pies were sold.

This means of raising money has been so suc-

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successful that it has become a traditional activity of the senior class. Now that the annual trip of the senior class to Washington, D. C., has been suspended for the duration of the war, the monthly bake sale is still held, but the money is used to promote activities to help win the war.—**SARAH E. CAIN, Township High School, Cass, Pennsylvania.**

HONOR STUDY HALLS TRAIN PUPILS FOR SELF-CONTROL

A project of the senior class at the Riverside High School, Milwaukee, Wisconsin, is the system of honor study halls. In the first years of high school, pupils serve as members of other school-government organizations. When faithful service has been given in these projects, pupils are eligible for participation in the honor study halls.

Under the sponsorship of a faculty member, the seniors elect the honor study hall board which consists of a general chairman and eight sub-chairmen, one for each period of the school day. This board selects two monitors for each study hall. The period chairman is the consultant for the monitors and acts as a check on their efficiency. The monitors take roll and maintain quiet, although in the ideal situation, the monitor is unobtrusive and pupils are made to feel responsible only to themselves.

A problem pupil is reported by his monitor to the honor study hall board which meets weekly to deal with disciplinary cases. If a pupil is debarred, he must study under teacher supervision; there is one teacher for each period. At the end of the semester he may be reinstated by recommendation of the supervising teacher, his adviser, and homeroom teacher. A monitor who fails in his duty is tried by the same board. The board members are subject to a faculty committee.

The honor study hall is at once a challenge and a test which the high school pupil is mature enough to accept. His pride in the responsibility given him motivates his correct behavior in the study hall. It is believed that self-discipline achieved here will carry over into other situations.—**W. G. KASTNER, Principal, Riverside High School, Milwaukee, Wisconsin.**

WAR LITERATURE FEATURED IN RADIO SPEECH PROJECT

Pupils studying expression at Harding High School, St. Paul, Minnesota, presented several of the radio programs suggested by the Writers' War Board. "The Man Behind the Gun" series proved to be especially interesting. The group also gave several original skits, but wanted to work up something "a la Orson Wells" based on contemporary war literature.

We made a survey of the books being read in English classes and found that many of the latest books dealing with the war were available. After a period of time to permit pupils to read some of these books, the group adopted the title, "Seeing

the War Through Literature," for the programs. Committees were then formed and each discussed its favorite book and selected the scenes to be presented. Next they prepared the continuity for radio presentation.

For the first program, the group selected *Remember Pearl Harbor* by Blake Clark as a basis and wrote a dramatic portrayal of that event using appropriate sound effect such as the drone of airplanes, clatter of knives and dishes, zoom of planes, riddling of machine gun bullets, teletype clicking, and frenzied music to set and keep the mood. For this the group selected a narrator, an announcer, a sound effects crew, and a technical crew to handle records, off-stage noises, etc. The synchronization was excellent.

Next was presented the dramatic scene between Prue and Clive on their last evening together from Eric Knight's *This Above All*. From England we went to Czechoslovakia to see through the words of Stefan Heynen's *Hostages* a nation of people in whose hearts the fundamentals of liberty are so unquenchable that torture and death only make them stronger.

For something in a lighter vein an American camp was visited and *See Here Private Hargrove* by Marion Hargrove was the "hit" program. Perhaps the series should have ended here, but we could not resist Maxwell Anderson's *The Eve of St. Marks*. At the time of this writing the group is working on *The Moon Is Down* and *They Were Expendable*.—**JOSIE KELLETT, Director of Speech Activities, Harding High School, St. Paul Minnesota.**

PUPILS STUDY SOCIAL AGENCIES AND LEARN INTELLIGENT GIVING

The University School at Ohio State has traditionally made much of Christmas giving to needy families in the community. Through the cooperation of the various social agencies, pupil groups have learned to give intelligently and to avoid the "Lady Bountiful" kind of charity.

Last fall, with wartime employment and higher wages, pupils questioned the need for giving. The tenth grade core class undertook to find out for the school what the situation was in Columbus at the end of 1942. Committees visited social agencies, talked with community leaders, and from their findings compiled a list of suggestions for intelligent Christmas giving. Representatives from the tenth grade then went to each grade in the school from the elementary through the senior class, explaining the changed situation, offering their list, and suggesting that each group do its own planning and giving, merely reporting to them to prevent duplication.

The list of needs still included some families and a good many children in foster homes. Added to it were the U.S.O., the Tuberculosis Society, and the great need for materials and help at the community houses since W.P.A. teachers were withdrawn. As a result of the report, two small groups of eighth and tenth grade pupils canvassed the school and their neighborhoods, selling T. B. pins, and raised over seventy dollars

for the tuberculosis fund. Most class groups gave to families or outfitted children in foster homes, or packed train baskets for the U.S.O. One class adopted two children and has supplied them with milk throughout the year. A number of individuals in the three upper classes have gone regularly to work in day nurseries and community houses.

This tenth grade survey and one made by the eleventh grade of war service opportunities for high school pupils in Columbus have done much to open up channels for community service and to increase community understanding throughout the whole school. Of course many other factors have contributed to this and the list of war service activities carried on during the year is far too extensive for this article.—MARGARET WILLIS, *The University School, Ohio State University, Columbus, Ohio.*

GET MATERIAL FOR PROGRAMS FROM INFORMATION EXCHANGE

Information Exchange, United States Office of Education, Washington, D. C., is a clearing-house for ideas and materials on education in time of war. Eighty different packets are now available on loan, consisting of materials contributed by schools, organizations, federal agencies and publishers.

The packets are a valuable basis for discussions, programs, and other group activities. Each packet contains about twenty items rang-

ing from one page to more than fifty pages, selected to offer suggestions of ways in which groups can aid the war effort. Groups which are concerned with understanding and practicing democracy, cooperating to improve school and community, conservation of resources, vocations, health, wise use of money, international friendship, planning for the post-war world, and various other timely subjects, may secure from the Information Exchange the best materials dealing with them which is available anywhere.

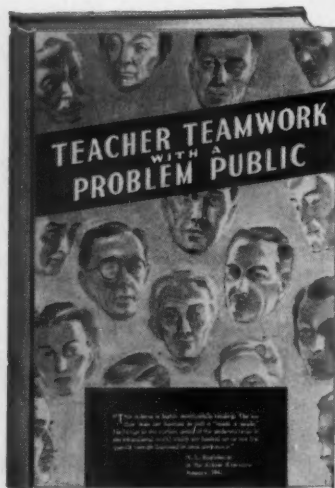
The loan period is two weeks, and not more than two packets may be ordered at a time. Franked labels are furnished for their return without the payment of postage. A catalog listing titles of approximately eighty packets will be sent upon request.

School newspapers, forums and discussion groups, clubs, student councils, and homeroom and assembly program committees should take advantage of this service. The packets are especially valuable for groups which are trying to help win the war, promote morale and patriotism, understand and appreciate democracy, and cooperate to keep up the standards of education during the crisis.

OBSERVE HISTORICAL EVENTS WITH APPROPRIATE PROGRAMS

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activities in many high schools. The following dates for September have been selected as those most likely to be useful to the program committees of clubs, homerooms, assemblies and other activity groups:

September 3, 1783, American and English Representatives signed the treaty which recognized the independence of the United States and ended the Revolutionary War.

September 5, 1774, the First Continental Congress assembled at Carpenters' Hall, Philadelphia and laid the groundwork for the unification of the colonies.

September 7, 1789, James Fenimore Cooper, greatest American novelist of the first half of the nineteenth century, was born at Burlington, New Jersey.

September 11, 1814, Battle of North Point in the War of 1812, fought the day before the bombardment of Fort McHenry, the failure of which inspired Francis Scott Key to write "The Star Spangled Banner."

September 13, 1803, death of John Barry, who because of his services during the Revolutionary War and his later pioneer work in building up the Navy, is popularly known as the father of the American Navy.

September 15, 1857, William Howard Taft, only man in the history of the United States to hold the highest Executive and the highest Judicial office in the Government, was born at Cincinnati, Ohio.

September 16, 1823, Francis Parkman, one of the four distinguished historians of the nineteenth century—the others were Bancroft, Motley, and Prescott—was born in Boston, Mass.

September 17, 1887, the Constitution of the United States, the finest expression ever made of the determination of a free people to govern themselves, was signed in Independence Hall, Philadelphia.

September 18, 1793, the cornerstone of the new national Capitol in the District of Columbia was laid by President Washington.

September 22, 1776, Nathan Hale, who has a secure place in American History, was hanged as a spy by the British. His last words were: "I only regret that I have but one life to lose for my country."

September 23, 1800, William H. McGuffey, whose series of Eclectic Readers for use in schools influenced American education for more than a century, was born near Claysville, Pa.

September 25, 1789, at the first session of the First Congress twelve amendments to the Constitution were voted and submitted to the States. Ten of these were duly ratified and are now popularly known as the American Bill of Rights.

SOMETHING TO DO IDEAS IN BRIEF

A great mistake which is made frequently is to try to have democracy in administration without developing a program of activities which leads to pupil cooperation. Democratic administration in any educational institution is absolutely impossible without pupil cooperation. A

good project for the school council is to make a study of the activities in the high school which provide democratic experiences and lead to greater cooperation.

Start a "Community Booking Agency" to furnish pupils to take part on various programs in the community. List the pupils who are talented in music, dramatics, public speaking, etc., and arrange for them to appear on local programs.

Plan an historical exhibit in your school in connection with some patriotic observance. Make the exhibit the beginning of a real school museum. In almost any community enough material may be found of historical, geological, and educational interest to begin a real school museum.

Soon after the beginning of the school year, make a survey to find out how pupils spent the months when school was not in session. How many were employed in jobs which helped in the production of war materials? How did they use the money earned? Use this information for articles in the school paper.

Prepare a school directory of pupils and faculty. This might contain the class number, homeroom number, street address, and telephone number of each pupil. Last year the school council of the Milne High School, Albany, New York, mimeographed a school directory. It proved to be so useful that this year it will be printed in the school shop.

Make a collection of folk tales, songs and superstitions which exist in your locality or state. An interesting project is for the English Club to publish a volume of such folklore.

Organize forums or group discussions on the changes which have resulted from conditions brought about by the war. How has the war changed the work of the high school? How has it changed recreation in your community? What new interests have pupils developed as a result

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of the war? How has it changed our ideas and plans for the future? There are many interesting and stimulating questions related to this topic which can be made the basis of profitable discussions.

Begin an archery teach in your school in connection with physical education, or let some group which is interested primarily in physical training or recreation take up the activity. The popularity of archery in high schools is growing by leaps and bounds.

As a means of keeping each pupil in the high school in touch with the work of the school council, prepare copies of the minutes of meetings and distribute them to homerooms or post them on bulletin boards. In small schools, these may be typewritten; but a duplicating machine will probably be more convenient in a large high school.

To help freshmen overcome their feeling of insecurity and inferiority and create a sense of "belonging" in them, hold a party in their honor soon after they come to high school. A practice in certain high schools is to hold a party for the freshmen on Friday afternoon of the second week of school.

Comedy Cues

PROGRESS

"I am Brave Eagle," said the red Indian chief-tain, introducing himself to the paleface visitor. "This is my son, Fighting Bird."

"And here," he added, "is my grandson, Four-Engined Bomber."—*Michigan Education Journal*

BEING PREPARED

"What's the idea of suddenly taking French lessons?"

"Oh, we've adopted a French refugee baby, and we want to be able to understand what he says when he begins to talk."—*Journal of Education*.

A FEW DEFINITIONS

Refinement—The ability to yawn without opening the mouth.

Advice—That which the wise do not need, and fools will not heed.

Silence—The college yell of the University of Experience.—*Michigan Education Journal*.

Old fashioned Romeo—My love, your cheeks are like peaches, your lips are like cherries . . .

Modern Miss—You'd better stop there. You've already used up forty-eight points.

Agriculture Teacher: Did you read this book on bean culture?

Smart Student: No. That's vulgar; they should call it "Mental Development."—*Teachers Digest*.

PRIVILEGE

Caller: "I'd like to see the judge, please."

Maid: "I'm sorry, sir, but he's at dinner."

Caller: "But my errand is important."

Maid: "It can't be helped, sir. His Honor is at steak."—*Journal of Education*.

OPTIMISTIC

Then there is the story of two thirsty men who came upon a flask of water filled to the mid-mark.

"Ah," said one dolefully, "'tis half empty."

"Not so," declared his companion, holding it aloft in triumph, "'tis half full!"—*American School Board Journal*.

DOING THE DIFFICULT

Last summer, three lads beached a water-logged rowboat in front of my cottage. After exactly eight minutes of trying to empty it, they gave up. I went to their assistance, and presently asked, "What do you do when you find a task difficult at school? Do you abandon that, too?" One of them answered, "They don't give us anything that's too hard. We're supposed to enjoy what we do."—*Channing Pollock*.

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